

**School District #75 (Mission)
Public Meeting of the Board of Education
Agenda**

**May 20, 2025, 6:30 pm
Heritage Park Middle School
33700 Prentis Avenue, Mission, BC**

Pages

1. CALL TO ORDER

This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1 MSS STEM trip to LONDON and PARIS Recap Verbal

Christina Lauze Teacher, MSS: Over 10 days in London and Paris, our high school **STEM trip** immersed us in the rich scientific history and innovation of two world-class cities. The trip balanced educational experiences with cultural exploration, offering a deeper understanding of how science has shaped the modern world.

3.2 Early Learning & Childcare Department Update Information 1 - 13

4. MINUTES OF PREVIOUS MEETINGS

4.1 Board of Education Public Meeting Minutes, April 15, 2025 Action 14 - 19

5. UNFINISHED BUSINESS

5.1 Role of the Superintendent Action 20 - 25

6. SUPERINTENDENT REPORT

7. STAFF REPORTS

7.1 Reporting out from Closed Meeting Verbal

7.2	MSS Update	Information	26 - 28
7.3	Annual Facilities Grant (AFG)	Information	29 - 30
7.4	Quarterly Report, ending March 31, 2025	Information	31 - 51
8.	NEW BUSINESS		
8.1	Amended Capital Plan Bylaw No 2025/26 - CPSD75-02	Action	52 - 58
	To approve the amended capital plan bylaw for 2025/2026 capital plans		
8.2	DPAC: Emergency Supplies	Discussion	59
8.3	2025-2026 Preliminary Budget	Action	60 - 61
9.	INFORMATION ITEMS		
9.1	Screen Break British Columbia Roundtable	Information	62 - 72
9.2	DPAC: April Minutes	Information	73 - 75
9.3	InclusionBC: Ombudsperson Investigation Update	Information	
	Earlier this year the B.C. Ombudsperson began a systemic investigation into the exclusion of students from K-12 public schools. This update written by the B.C. Ombudsperson outlines their priorities and actions in their investigation, as well as ways for you to participate: https://inclusionbc.org/ombudsperson-schools-0525/		
10.	CORRESPONDENCE		
10.1	FNESC: School Act Amendments Resource	Information	76
11.	LIAISON REPORTS		
	To report on liaison appointments and deliver information pertinent to the School District.		
12.	COMMITTEE MINUTES		
	To review minutes of Board Committee meetings		
13.	QUESTION PERIOD		
	<i>Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.</i>		
14.	ADJOURNMENT		

ITEM 3.2 Information
TO: Board of Education
FROM: K. Gréaux, District Principal of Early Learning
SUBJECT: Early Learning & Childcare Department Update

1. Primary Functions of the Department:

To serve the needs of families with children birth to age 8 so that they have opportunities to connect to resources in the community and to experience positive interactions with school district staff. It is our goal that these will lead to successful transitions to Kindergarten and beyond.

2. Total number of employees: 5

3. Major projects and Initiatives of the past year:

a. Alignment with the [Strategic Plan](#):

- i. Honouring Culture and Territory
Immigrant Parents as Literacy Support
- ii. Future Orientation
Strengthening the Early Years to Kindergarten
- iii. Student Centred Learning
Changing Possibilities for Young Learners
Family Navigation Program
StrongStart
- iv. Effective Learning Environments
Changing Possibilities for Young Learners – collaborative inquiry
StrongStart
- v. Quality Teaching and Leadership

b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

c. Other Projects and Initiatives

4. What is Working well:

The early learning team is developing an integrated program to meet the needs of Mission families. We use data from EDI and surveys to make decisions about placement of programs and demographic priorities. Attendance at our programs has been excellent with many newcomer families connecting to resources and beginning to feel belonging to the community. Greater collaboration between Early Childhood Educators and school teams is happening at more sites. As a result, families have multiple opportunities to connect to staff and to feel comfortable in the space. We are confident that this will lead to more positive transitions to Kindergarten.

Families of school aged children have access to child care at all of our thirteen school sites. Before and after school child care is growing at nine sites with a deepening partnership with the City of Mission.

Three additional sites offer also offer child care beyond school hours with private child care partnerships. Finally, the school district supports the transportation of students to the Leq:amel Child Care Centre.

5. What is Challenging:

As our Early Learning program and staffing grows, it is becoming increasingly challenging to find space to run programs and to store materials. Currently, our materials are stored in multiple sites and we try to run programs where there is space, not necessarily where the greatest need is.

Windebank especially has become a challenge as the StrongStart room is utilized by Club K.I.D.S before and after school and during the afternoon for music classes. It is difficult to share this space as it is used from 6:30 a.m. to 6:00 p.m. with little ability to set up programs between the different groups. It would be helpful to investigate the possibility of moving StrongStart to a different location. There is a Ministry of Education and Child Care procedure for moving StrongStart BC programs that would need to be followed. When we receive it, we would like to review the most recent EDI data to evaluate the possibility of moving this StrongStart site.

6. How can the Board support the work of the Department?

Your advocacy for Early Learning funding priorities with the Ministry of Education and Child Care is appreciated.

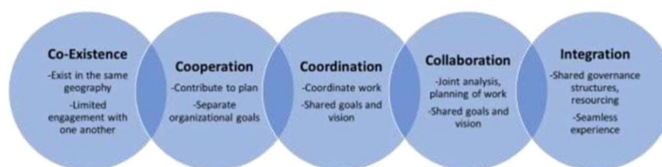
7. Attachments:



1

Bringing two systems together

The Ministry of Education and Child Care



2

“Relationships are the active ingredient in children’s development. Change happens through relationships and connection.”

Dr Jean Clinton



3

district parent
 community **school** childhood
 child
relationship
 early caregiver
 educator land

4

Developing an Early Learning Program that nurtures brain development



5

Before and After School Child care Club K.I.D.S.

	Before School	After School
Albert McMahon	12	28
Cherry Hill		14
Christine Morrison		22
ESR	4	28
Hatzic	6	19
Hillside		16
Mission Central		17
West Heights		19
Windebank	11	27

6

Before and After School Child Care Highlights

Three new before
school care sites this
year

Provided professional
learning for ClubKids
staff

Partnered with the SD
to provide
transportation for
summer out trips

Increased the number
of licensed after school
spaces

- Christine Morrison, Hillside,
Hatzic, Windebank

Club KIDS possible
expansion to one more
site 2025/26

7

Parent reflection

"The Morning Club Kids at AME has been such a positive experience for our family. I returned to work full-time when my son entered Grade 2. He was very attached to Mom, so this transition was difficult, but the staff at AME Morning Club Kids were so gentle, patient and made the experience as easy and smooth as possible. My kiddo absolutely loves the staff at AME Club Kids (as do I!). The kids are always entertained with lots of different physical and creative activities. I feel very safe leaving my kiddo with the staff, and appreciate they have the kids' well-being as their top priority. The location is very convenient, and having childcare at the school he attends makes the process less scary overall. Finding childcare you trust, is one of the hardest challenges I have encountered as a parent; but my child has blossomed during this experience, and I know he feels very comfortable and happy with the staff, always giving them hugs each morning. Going back to work was very stressful, but this club relieved a tremendous amount of guilt and stress for my family! We can't thank them enough!"

8

Strengthening the Early Years to Kindergarten Transitions

- “this project partners with boards of education and is focused on developing guidelines, models and parentships to ensure children and their families experience coherent transitions from community based early learning experiences to kindergarten”

9

Outcomes

Strengthen collaboration and networking among primary educators, StrongStart BC Facilitators, and community based Early Childhood Educators

Foster district-community networks to ensure culturally safe and positive transition practices for children and their parents/caregivers as they transition from community/family early learning contexts into kindergarten.

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Systems Awareness

Community/district meetings

- 3 meetings with core group
- 2 additional meetings (January/May) with the broader child care community
- ILWs, SS, Navigators, K teacher, principal

Site based projects

- Albert McMahon and Hatzic – K teacher led
- Cherry Hill, West Heights, Deroche, Stave Falls – ILW led
- Collaboration with child care and early learning programs

11

Changing Possibilities for Young Children

“a partnership between the Ministry and boards of education to implement collaborative professional learning between teachers and school-based ECEs across schools and communities to support social-emotional learning outcomes for children in the early years (birth through age eight)”



12

Outcomes

1

Improve social-emotional outcomes for young children

2

Improve educator competencies and understanding of children's social and emotional well-being

3

Increase the use of the BC Early Learning Framework and Learning in the Early Years as practice guides for ECEs and primary teachers to improve continuity of pedagogy

4

Improve collaboration and network among primary educators, ECEs in district-base programs and community ECEs.

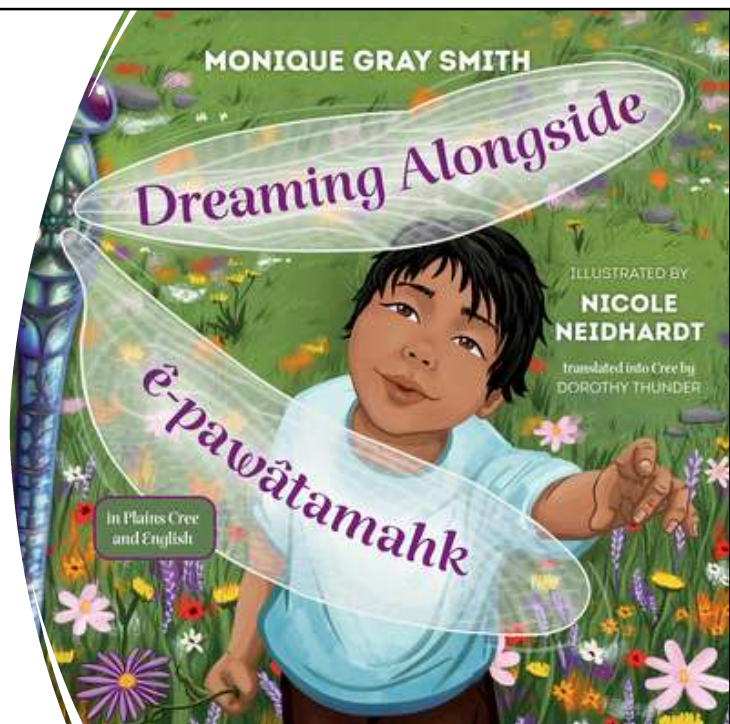
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14

Social and Emotional Well-being

- Land based
- Supported by Knowledge Holder, Camielle Laslo
- 4 release days and 2 after school sessions
- Inquiry focused
 - Early Learning Framework
 - 7 Social Emotional Learning facets
- Indigenous books for classrooms
 - Dreaming Alongside
 - Stand Like a Cedar



15

StrongStart Highlights

- Child Health BC Pilot
- Outdoor program



16



Monday Outdoor StrongStart

17




18

Family Navigators

- Middle Years in addition to Early Years
- MCFD contract renewed for an additional two years
- St Joseph Food Bank
- Ready Set Learn/Welcome to Kindergarten support
- Training in Infant Massage and Circle of Security
 - Currently running Infant Massage for 10 families
 - Circle of Security partnership with SARA for Women
- Post partum care – Stroll and Roll
- Drop in Navigator times at Cherry Hill and Mission Central
- IPALS
 - Toddler Time
 - Together Tuesday



19



Stay and Play STROLL & ROLL

Monday mornings 9:00-10:30
May 5th - June 16th
Heritage Park
(meet at the covered picnic area)

Join us for an energizing morning of connection, fresh air, and a stroller-friendly walk. We'll start with a quick chat, a light stretch, and then stroll through beautiful Heritage Park.

Strollers, wagons and baby carriers welcome!
Dress for the weather and bring a water bottle.

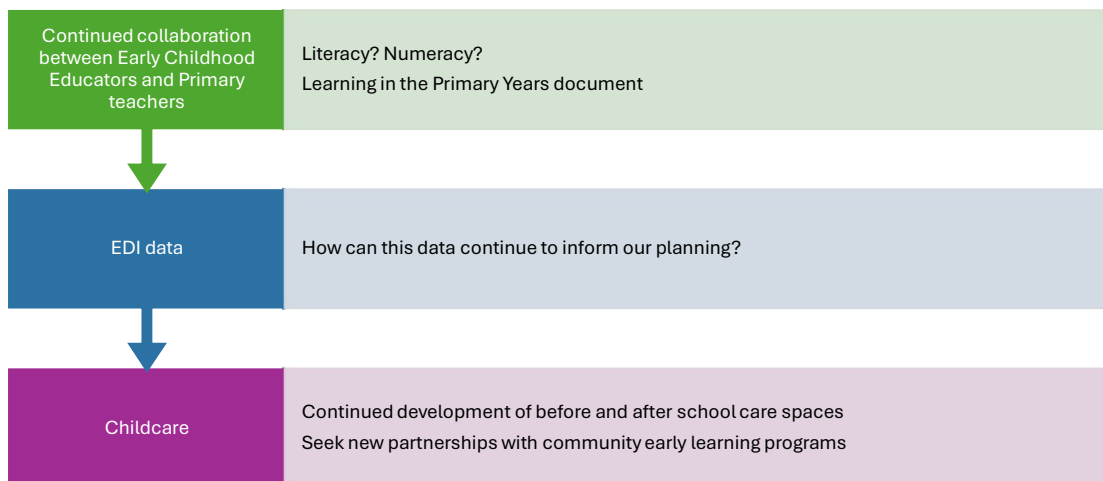
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St Joseph Food Bank



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What's next for Early Learning?



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School District #75 (Mission)
Public Meeting of the Board of Education Minutes

April 15, 2025, 6:30 pm
Stave Falls Elementary
30204 Brackley Avenue, Mission, BC

Members Present: Board Chair, Tracy Loffler
Board Vice-Chair, Linda Hamel
Trustee, Jash Bains
Trustee, Randy Cairns
Trustee, Shelley Carter

Staff Present: Superintendent of Schools, Angus Wilson
Assistant Superintendent,Carolynn Schmor
Secretary-Treasurer, Corien Becker
Director of Instruction, HR, Tina Phelps
MTU President, Shannon Bowsfield
CUPE President, Nansy Gibson
MPVPA Co-Presidents, Lisa Clarke, Rob Clark
Executive Assistant, Ilona Schmidt (Recorder)

Others Present: Members of the public (2)

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

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We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

MOVED and Seconded that the Agenda be approved as presented.

CARRIED

Principal Hooge introduced Stave Falls Elementary through the eyes of a new Principal. School, staff and PAC are a great wrap-around team supporting the students.

A special tradition: Reading with flashlights every Friday.
Students genuinely love the outdoors. There are 4 forest zones, students are outside as often as possible and learning in Nature.

3. DELEGATIONS/PRESENTATIONS

3.1 HR Department Update

The Director of HR provided an update on the department that oversees the day-to-day operations of the employment cycle, doing so with 6 staff members.

The [Ey kw'ese te shxweli - Welcome To This Place](#) has been embedded in Onboarding.

- Supervision Assistant Level 2 (Min 4-hour shift, middle & high school) was created.
- Completed MTU bargaining in November. Started bargaining session with CUPE.
- Received approval for preferential hiring for a ILW.
- Remedy for class size and composition was processed for 189 teachers, who received PRO-D remedy funding held in trust with the MTU, and 74 received resource funding.
- Since September, over 55 teachers have been hired, along with 40 EAs.
- Practicum students are guaranteed an interview within the district.

Working well: Remedy - calculating used to be done at the schools. Piloting MSS calculations at HR.

PEBT - % of staff feeling supported on returning to work was above the provincial average.

Challenging: Bus route cancellations. Currently, 7 casual bus drivers on staff.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Board of Education Public Meeting Minutes, March 11, 2025

MOVED and Seconded THAT the Board of Education Public meeting minutes dated March 11, 2025, be approved.

CARRIED

5. UNFINISHED BUSINESS

5.1 Sexual Orientation and Gender Identity Policy

MOVED and Seconded THAT the final draft of the Sexual Orientation and Gender Identity Policy be approved.

CARRIED

The Policy has been discussed extensively, including community feedback. This work has been done since 2014.

Students need to feel safe at school and that they belong.

6. SUPERINTENDENT REPORT

The district Completed 3 rounds of meetings with MSS proponents (72hrs of planning)
BCSSA

DPAC - Social Media threats discussed. Information was shared.

Learning Advisory Board - student reporting, Holocaust, and other items discussed.

USA: Fieldtrips, International Students, Pro-D - recommending a pause on trips to USA.
Y.E.S. student host families, or host parents - will be recommending not to travel to USA.

75th anniversary of ESR is coming up in June

7. STAFF REPORTS

7.1 Reporting out from Closed Meeting

At the April 15, 2025, Closed Board of Education meeting of School District 75: property, personnel, and student matters were discussed

7.2 MSS Update

The Secretary Treasurer provided a brief updated summary. Staff concluded 3rd round of collaboration meetings with the 3 all-Canadian proponents.

Proponents submitted many inquiries. We are updating the statement of requirements. Financial submissions to be received by August. By July 15, 2025, we will know which proponents we will be inviting to submit their financial submissions.

8. NEW BUSINESS

8.1 Motion: Amend Purchasing and Procurement Policy 6.3

MOVED and Seconded THAT the Finance Policy (6.3) Purchasing and Procurement 8th bullet be amended:

Amend - Purchases will be made locally or Provincially when possible, feasible and financially appropriate.

Change to "**Purchases will be made from Canada first, Provincially and locally whenever possible.**"

CARRIED

The amendment is brought forward due to current events, offering a little stronger language.

The policies were developed because of the Free Trade Agreements. Currently, the Free Trade Agreements are not being respected. Until the agreements are respected again, we could remove the conditions.

We should not become reactive with policies, but could revisit the policy again, if the financial climate changes.

8.2 Animals in Schools

MOVED and Seconded THAT the draft Animals in Schools Policy be reviewed, updated as necessary, and approved in principle, and THAT the Policy be placed on EngageMPSD portal for feedback from Employees, Partner Groups, and the public, in accordance with the Policy Development Policy.

CARRIED

The Assistant Superintendent and the Director of Operations walked around sites, identified best spots for updated signage. Emailed principals requesting numbers of signs needed. Meeting again April 17 to follow up. Some schools did not see signs as a priority, as they were not experiencing issues. Messaging that school fields are classrooms should go out. There should be clear communication to the community before signs go up. Discussed extensively.

8.3 Employees Communicating with Trustees

MOVED and Seconded THAT the Employees Communicating with Trustees Policy as amended be approved.

CARRIED

8.4 Capital Plan Bylaw No 2025/26 - CPSD75-01

MOVED and Seconded THAT the following resolutions be approved:

THAT the required three (3) readings for Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be carried out in one meeting.

CARRIED

THAT Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the first time.

CARRIED

THAT Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the second time.

CARRIED

THAT Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the third time and finally adopted.

CARRIED

In March, we received confirmation of the projects the Ministry will support.

3 Buses have been approved for purchase. Hoping to have them in time for September. Exploring options.

If we were looking at actively advance the Cedar Valley area school, we would need to submit more plans, showing increased enrolment in the area. The city approved more townhouses built in the area. There is still projected growth of Albert McMahon area. The Ministry will not fund a new school until we are over capacity. Staff are watching the growth. The Cedar Valley site may support a 200-student school, not a 400-student school.

A note was made that when Mission Senior Secondary is replaced, we will have 13 portables we can reuse elsewhere. Staff will further review and map a more fulsome Long Range Facility Plan report, to be discussed for further board direction by the Fall this year.

CNCP - partial project was done at Mission Central Elementary last year. Dewdney is still on the list. About 50% of our buildings have been upgraded to heat pumps, and 50% need to be upgraded. The ducting at some sites are not large enough, and need to be upgraded as well.

A suggestion was made to review location of the schools of choice, to alleviate the capacity issue at AME.

Does a vacant school at Durieu hurt us? The Durieu site is not adjacent to any of our sites, and in Ministry considerations, is miniscule.

When it is a high enough priority, so the new school is our #1 priority, with substantial planning, the ministry will consider.

9. INFORMATION ITEMS

9.1 Graduation Events 2025 schedule was shared.

10. CORRESPONDENCE

11. LIAISON REPORTS

Trustee Hamel:

March 27	Mission Community Foundation Meeting & Scholarship Meeting
April 2	Scholarship Interviews (107 students)
April 2	Special COTW
April 2	Accessibility Committee Meeting
April 3 & 4	Scholarship Interviews
April 9	Visit to ESR to meet with Student Council
April 14	Joint Meeting with Mayor & Council

Trustee Loffler:

April 1	BCTF/BCSTALife Insurance AGM
April 8	Si'wal Si'wes Policy Meeting & IEC meeting
April 9	ESR Student Visit

Trustee Cairns:

March 20	Interview with Miranda Jackson, Carlton University - study of hate groups (A4C)
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Trustee Bains:

March 25	MASH monthly meeting
March 26	Mission Community Services Society
April 9	ESR visit

Trustee Carter:

MCF Scholarship Interviews: \$240,000 will be given out this year. Scholarship Award event is planned for May 22 at the Clarke Theatre.
Various Rotary and Foundation meetings

12. COMMITTEE MINUTES

13. QUESTION PERIOD

CUPE: RE: Sexual Orientation and Gender Identity Policy, Guidelines #2: asked for clarification on "employee taking action"
We have various reporting policies. Common sense to be used to protect someone from being harmed. Nobody is expected to engage in an unsafe confrontation. Do not turn a blind eye, report. We should discuss further.

8A Training: Work in Progress - SOGI leads meet, disseminate information to staff.

RE: Animals in Schools Policy

1 b c (Guide Dogs and Service Dogs), 2 a (Medical Therapy Dogs) - intended for everyone, students and employees.

RE: p.33 RE: Bylaw – We will have one spare bus. New bus - we are already running a route with a current spare bus.

RE: p. 34 - CNCP – clarification: current capacity does not support charging another EV bus.

14. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:38 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on [DATE]
at the [NAME] meeting.

ITEM 5.1 Action
TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Role of the Superintendent

Recommendation

THAT the draft Role of the Superintendent Policy be reviewed, updated as necessary and approved in principle.

1. Summary

Presented is a revision to the Role of the Superintendent Policy, that includes recommendations from the Committee of the Whole, and Siwal Si'wes Indigenous Education policy review working group for consideration, and advancement in accordance with the policy of policy development.

2. Background

The revised policy has been developed over the past few months, with a review in September 2024, and January 2025.

The following summarizes the comments from the Siwal Si'wes Indigenous Education Policy Working Group.

1. #2, have the "chance", replace with "access and opportunity".
2. "success" replace with "outcomes" (success can be widely defined, can have judgement)
3. "Achieve and succeed" >> "reach"
4. "supportive" > safe, caring & inclusive learning environment
having caring adults who will listen (and not be dismissive) is a #1 concern of the youth.
5. "and/or" diverse abilities
6. #3 H-D: Including SD Equity Scan work as a Learning opportunity on Equity – Professional Development (highlighting)
7. #4 Where does SWSW fit in with the SUP & Board?
H-D: Does the SUP work with other government agencies, entities, organizations? Does it need to be included?
8. # 4,5,6 Enhancing SL Environment – use updated language
9. #6 replace "good" (to avoid using a scale) with positive
10. Visit schools... separate sentence. "Serve as district's spokesperson">> include in #1
11. #7 respect is automatic; do we need to use the word "earn"?
12. "leads the district in a respectful and trustworthy manner." Has an element of reciprocity.
13. #8 typo, "ang" correct to "and"
14. H-D: "...plans with cultural humility and sensitivity for all".
15. #9 "money" replace with "funds"
16. #12 Teachers and staff >> "all staff." Including SD Equity Scan work as a Learning opportunity on Equity – Professional Development (highlighting)
17. #13 "accountability and responsibility??"

Microsoft Copilot recommends the following changes:

The Role of the Superintendent policy was reviewed in September. The following summarizes the discussion.

School Act has a section. Too much information may create issues. Should be revisited. Should be kept to minimum, bullet form, not as New West, very long.

Likes CHWK, Maple Ridge, Pitt Meadows. Student welfare - wording may be outdated

Leadership, district culture, ...

BCSSA has Spirit of Leadership Competencies

Management Standards are important and more measurable.

School Act not designating as CEO? Staff to bring back for further review.

Notes from the review in January 2025

Redraft using Copilot was presented.

Notes: #7 add equity, inclusion, being culturally sensitive to all (split into 2 bullets)

#3 provide the board with information before public notice (not always possible)

Student achievement should be in the forefront

3. Options

Considering the previous information and direction, the draft policy is presented for consideration discussion, amendment, and further direction as per the first step in the policy development policy.

As per the policy development policy, the Committee may refer the draft policy to the Siwal Si'wes Policy Advisory Working Group, for feedback.

4. Analysis and Impact:

a. Alignment with the [Strategic Plan](#):

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

- c. Policy, Legislation, Regulation
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

Consultation and approval process – as per Board Policy

- a. The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.
- b. The draft policy, or policy being reviewed, will be forwarded to the Siwal Si'wes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the groups feedback.
- c. **The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.**
- d. The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.
- e. The approved-in-principle policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.
- f. The final draft of the policy is to be forwarded to the public Board meeting for final approval.

6. Implementation:

Tentative schedule:

- 1. Board Meeting – May 2025 – approval in principle
- 2. Refer to Employees, Partner Groups, Engage portal – May / June 2025
- 3. COTW – September 2025
- 4. Board Meeting – September 2025 – final approval

7. Attachments:

- a) Draft Revised Role of the Superintendent Policy
- b) Current Board policy

Section:	District Administration
Title:	Role of Superintendent

Purpose:

To outline the expectations of the role of the Superintendent

Policy:

- Chief Executive Officer:** The Superintendent is the operational leader of the school district, reporting directly to the Board of Education and serving as the district's spokesperson for operational matters. They are responsible for ensuring the district operates efficiently and effectively to meet its goals.
- Student ~~Achievement, Outcomes Success~~ and Equity:** The Superintendent works to ensure all students have the access and opportunity chance to reach succeed and achieve their educational goals ~~succeed~~ by providing a safe, caring, and inclusive supportive learning environment. They focus on promoting equity for Indigenous students, children and youth in care, and students with disabilities and/or diverse abilities.
- Working with the Board:** The Superintendent maintains a productive relationship with the Board, providing the Board with information and updates, in a timely manner, and prior to public release of information when possible, reporting on the school district's achievement of district goals and the enhancement of student learning. They help new Board members fulfil their roles and support the Board's professional development, highlighting the review of the School District's Equity Scan.
- Policies and Laws:** The Superintendent works with the Board to enhance student learning by creating and updating district policies, bylaws, and procedures, and ensuring the district follows all laws and regulations. They inform the Board about any important legal changes.
- Strategic Planning and Continuous Improvement:** The Superintendent helps the Board develop and implement a strategic plan for the district to enhance student learning. They regularly review student performance data, adjust strategies, and report on progress to Enhance Student Learning ~~foster continuous improvement~~.
- Communication and Community Engagement:** The Superintendent maintains good-positive relationships with students, parents, staff, and the community.
- Connection with Schools:** The Superintendent ~~They~~ visits schools to stay connected to the educational environment ~~and serve as the district's spokesperson~~.
- Leadership:** The Superintendent leads the district in a way that earns respectful and trust worthy manner. They ensure the district's operations include Indigenous World Views ~~perspectives~~ and values.

- ~~7-9.~~ **Diversity, Equity, and Inclusion:** The Superintendent is responsible for advancing Diversity, Equity, and Inclusion legislation, policies, and plans with cultural humility and sensitive to all.
- ~~8-10.~~ **Managing MoneyFiscal Responsibility:** The Superintendent is responsible for the district's budget, ensuring funds are ~~money is~~ spent wisely and according to Provincial legislation and regulations, following Board direction. They also involve the community in budget decisions.
- ~~9-11.~~ **Human Resources:** The Superintendent oversees all staff-related matters, ensuring staff follow laws and agreements. They promote a positive work environment and encourage staff development and continuous learning.
- ~~10-12.~~ **Supervision and Direction:** The Superintendent has general supervision and direction over all ~~educational~~ staff in the district. They are responsible for improving student achievement, organizing and evaluating educational programs, and managing school operations.
- ~~11-13.~~ **Professional Development:** The Superintendent supports ongoing professional development, including the review of the District's Equity Scan, and District's Equity, Diversity, and Inclusion policy for ~~teachers and all~~ staff, to maintain high standards of teaching and learning.
- ~~12-14.~~ **Clear Objectives and Reporting:** The Superintendent is responsible for ~~settings~~ clear, measurable objectives for student achievement and reportingings on these objectives annually to ensure accountability ~~and transparency~~.

Date of Original Board Approval: February 2009

Date Amended:

Legal Reference: School Act, Section 22

Section:	District Administration
Title:	Role of Superintendent

The board recognizes the need for one person to be in charge of the management of the district in order to provide coordinated leadership. Therefore, the board designates the superintendent as the chief executive officer of the board and the chief education officer of the district and delegates to the superintendent responsibility for overall administration of the district. The superintendent makes reports which focus on governance implications and is accountable to the corporate board for the conduct and operation of the district, for providing leadership in administration and instructional programs for students, and for ensuring compliance with legislative requirements. All board authority delegated to the staff of the district is delegated through the superintendent. Primary areas of responsibility include:

- Student Welfare
- Educational Leadership
- Fiscal Responsibility
- Personnel Management
- Policy/Administrative Procedure
- Superintendent/Board Relations
- Planning and Reporting
- Organizational Management
- Communications and Community Relations

Date of Board Approval: February 2009

Legal Reference: School Act, Section 22

Public Meeting of the Board of Education

Tuesday, May 20, 2025



ITEM 7.2 Information
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: MSS Replacement Project – May 2025 update

1. Summary:

The team continues to review information and questions from the proponent teams.

The team continues to advance the project, including understanding and planning for countervailing tariffs. This includes understanding how these tariffs will impact the project, and how these additional costs are to be funded. At the time of printing this report, details are not yet finalized, and as such, they cannot be reported. A Project Board meeting will be scheduled to approve the plan for the planned tariffs.

Staff anticipate that the timeline will require some adjustments to the procurement schedule. Once confirmed, a revised update will be communicated to the Board.

2. Major Milestones:

Technical Submissions for RFP	May 22, 2025 - expect to be delayed
Financial Submissions	August 5, 2025
Contract Award	September 2025
Building Substantial Completion	July 2028
School Available for Instruction	Fall 2028
Project Completion	Fall 2029

Information on the project can be found on the following websites:

[MPSD MSS Replacement Infrastructure BC.](#)

3. Procurement

Currently in the RFP process, with three proponents preparing to submit proposals.

4. Work that is underway

Currently analyzing the impact of countervailing tariffs, and determining adjustments needed.

5. Engagement

The team continues to engage with First Nations, to discuss Indigenous design priorities for the school. A First Nation advisory committee is currently being developed.

6. Schedule

The following schedule is the current high-level summary of the schedule.

Request for Proposals

Collaborative Meetings	- Apr 8-10 - completed
Evaluation manual draft	- April 7- completed
Evaluation manual approval	- April 16 – delayed, TBD
Issue final draft DBA	- May 5 – delayed
Technical Submissions due	- May 22 – expect to be delayed

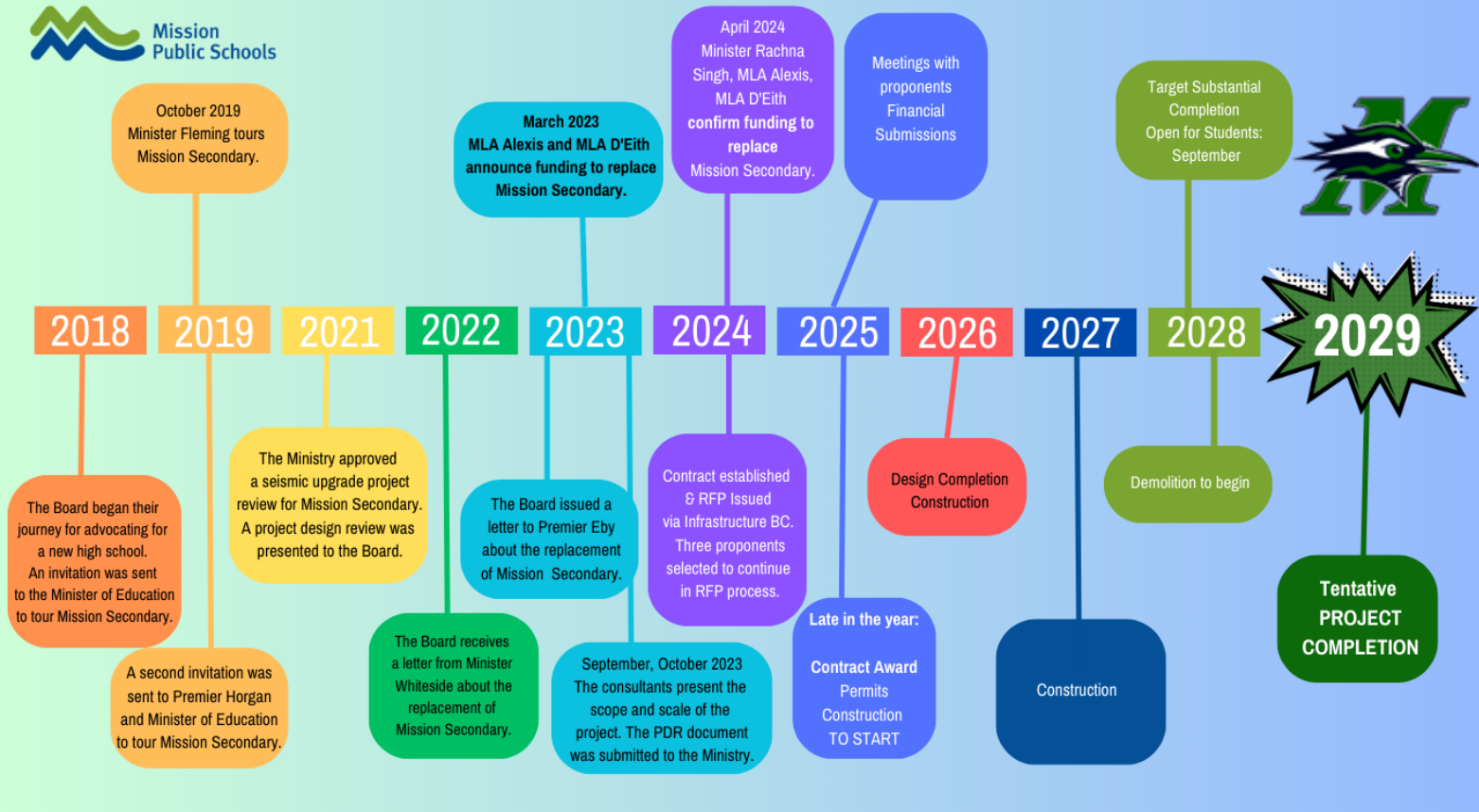
Technical Submission evaluations	- May 22 – June 24
Request Financial Submission	- July 15. 2025
Scored Element evaluations	- June 24 – July 9
Financial Submission due	- August 6
Financial Evaluations	- July 9 – Aug 1
Final Evaluation Report	- Aug 1
Project Board proponent approval	– Sept 5

Execute Design Build Agreement contract with proponent - Oct 24 (Earlier if possible)

The following schedule is to be aligned with the successful proponent's submission (subject to change):

Design completion	- Sept 2026
Permits	- Dec 2025
Target substantial completion of building	- July 2028 (previously June 2028)
Commissioning – move in	- Summer 2028
Open for students	- Sept 2028
Demolition, and site prep after occupancy	- Fall 2028 to Summer 2029

Target substantial completion of Project - August 2029



ITEM 6.3 Information
TO: Board of Education
FROM: D. MacLean, Director of Operations
SUBJECT: Annual Facilities Grant – 2025/2026

1. Summary:

This report summarizes the list of projects submitted to be funded with the Annual Facilities Grant (AFG). AFG funding for 2025-2026 is \$249,559 Operating, and \$1,501,604 Capital = \$1,751,163 total funding. \$21,239 is held back for fees – budgeted spending is \$. 1,729,925

2. Background:

The Annual Facility Grant was originally introduced as the 'Facilities Shareable Capital Allowance' in the 1988/89 school year. In recognition of the need for routine maintenance of school facilities, especially regarding roofs, this allowance was provided as part of school boards' operating budgets as a supplementary funding source for projects regularly required to extend the life of existing facilities.

Previously, these types of minor projects were funded only through the Ministry's capital envelope, and therefore subject to competing priorities for available provincial funding for the purpose of maintaining property eligible for capital funding support.

A board of education may expend its annual facility grant for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

There are 9 main categories of eligible AFG expenditures:

- **Accessibility upgrades** (improvements related to access for persons with mobility issues or physical disabilities);
- **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas);
- **Electrical upgrades** (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks);
- **Exterior Wall System upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation);
- **HVAC upgrades** (improvements, replacements or provision of heating, ventilation, and air conditioning systems);
- **Interior Construction upgrades** (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming);
- **Plumbing upgrades** (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water);
- **Roofing upgrades** (scheduled roof replacements and major roof repairs);

- **Site upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety).

Annually the school district receives funding to support the Annual Facilities Grant, and maintenance and upgrade projects for facilities. After review, staff submitted the following list of projects to be funded with AFG funds.

Total Project Cost	Project Type	Project Description	School Facility
416,500	HVAC (AFG)	Upgrades to the existing HVAC system at Dewdney Elementary. Current HVAC system is not code compliant and is undersized for the school. This project will increase the ducting size, add heat recovery to improve operating efficiency, and provide outdoor air filtration and improve the system operations, while preparing the system for a future energy efficiency upgrade.	Dewdney Elementary
94,783	HVAC (AFG)	Adding cooling to 3 new unit ventilators.	West Heights Elementary
83,412	Exterior Wall Systems (AFG)	Repainting and repairing building envelope	Albert McMahon Elementary
34,660	Interior Construction (AFG)	Refinish and repaint gym floors	Hatzic Middle School
426,775	Interior Construction (AFG)	Improvement to network infrastructure at MSS. Existing network infrastructure is aging and current network requires upgrades for 5G and greater network.	Mission Senior Secondary
31,135	Interior Construction (AFG)	refinish large gym floors, repaint large and small gym floor lines.	Ecole Heritage Park Middle School
53,250	Interior Construction (AFG)	Replacement of the store front style doors at the front of Hatzic Middle School. The existing doors and hardware are failing and require replacement. This includes the double doors by the main office and the quad doors from the bus loop into the building near the cafeteria. This will require new structural supports and replacement doors and hardware.	Hatzic Middle School
78,650	Electrical (AFG)	Replacement and testing of fire alarm and emergency lighting systems. Bringing our buildings up to current building code.	Hatzic Middle School
57,870	Asbestos Abatement (AFG)	abatement of asbestos containing flooring and replacement of flooring in 6 rooms	West Heights Elementary
52,454	Interior Construction (AFG)	Replacement of failed flooring in 4 rooms and corridors.	Windebank Elementary
29,453	HVAC (AFG)	Replace the failed main back flow preventor	Hillside Traditional Academy
27,035	HVAC (AFG)	Replacement of failed AHU8 and installation of variable frequency drive.	Hatzic Middle School
51,379	Site Upgrades	site upgrades to north bank, repaving, curbing and fencing	Mission Central Elementary
76,880	Site Upgrades	Repaving the parking lot and entrance as well as preparing and paving accessible path to rear of site and grading for proper drainage.	Stave Falls Elementary
86,760	Site Upgrades	Repaving bus entrance and drop off area, rear entrance, and regrade around CB and pave. Replace failed curbing.	Hatzic Middle School
93,769	Plumbing (AFG)	Replace the failed Navian boilers	Deroche Elementary
35,160	Roofing (AFG)	Roofing repairs, one section of roof is leaking into the school and requires repairs.	Cherry Hill Elementary
1,729,925			

Public Meeting of the Board of Education

Tuesday, May 20, 2025



ITEM 7.4	Information	File No.
TO:	Board of Education	
FROM:	C. Becker, Secretary-Treasurer	
SUBJECT:	Quarterly Report, ending March 31, 2025	

1. **Summary:** The report provides a summary of the operating and financial activities of the District between January 1 and March 31, 2025.
2. **Background:** The school district prepares a quarterly summary of financial and pertinent operating activities to ensure the Board is appraised of current operating activities, actions, issues, and financial information.
3. **Options:** The summary review is intended to provide Trustees with a high-level oversight of the school district. More or less information could be provided, depending on the oversight goals and needs of the board. Note: more detailed information would take more time to gather.
4. **Analysis and Impact:**
 1. **Alignment with the [Strategic Plan](#):**
 - a. Honouring Culture and Territory
 - b. Future Orientation
 - c. Student Centred Learning
 - d. Effective Learning Environments
 - e. Quality Teaching and Leadership
 2. **Alignment with the Equity Path:**
[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
 3. Funding Guidelines, Costing, & Budget Impact
 4. Policy, Legislation, Regulation
 5. Organizational Capacity
 - a. Risks
 1. Organizational
 2. Reputational
 3. Strategic
 - b. Benefits
 1. Organizational
 2. Reputational
 3. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:** Quarterly Report, ending March 31, 2025

QUARTERLY BOARD REPORT

MARCH 31, 2025

SUPERINTENDENT'S REPORT

The first few months of 2025 were relatively stable for the District. Concerns on the horizon, however, are the slowing of enrollment to essentially flat, and massive instability in the global economy do not bode well for the Province and thus school districts. Sudden and unexpected tariffs have meant provincial revenues and personal employment for many are up in the air. Perhaps even more alarming was the increased vitriol from south of the border, leading to many districts, including Mission, to reassess longstanding assumptions about field trips and professional learning to the United States. The long-term impacts of these world events cannot easily be calculated.

All that aside, wonderful learning and memories were being built across the District. I would highlight a couple of significant examples. First, Mission Central held an entrepreneur's fair with students demonstrating their initiative and innovation, selling everything from cookies to pencil holders – I may have purchased both. The entrepreneurial spirit is not something we typically celebrate in schools, and this was a wonderful event that allowed students to shine in new ways. Second, later that same day, no less, several district teachers and administrators led a triumphant return of the Science Fair. I had the honour of being a judge, along with a number of more learned colleagues and former colleagues. Talking with the students clearly revealed their passion and enthusiasm for their projects and future plans. It was an exciting and engaging event, and more events that channel student energy are in the works!

On the topic of projects, a considerable time has been spent on the new MSS build. Weekly meetings, as well as in-person meetings with potential proponents, amounted to over 72 hours between February and April for senior staff connected to the project. We are looking forward to concluding this portion of the process by the summer, so the real work can begin.

SECRETARY-TREASURER'S REPORT

This quarter has been particularly busy with the replacement of Mission Secondary School. The team held 10 lengthy meetings with the three proponents of the MSS Replacement project, discussing various aspects and requirements. Additionally, further discussions with Infrastructure BC were needed to ensure alignment and support for the project. These meetings have been crucial in moving the project forward and addressing any concerns or challenges that have arisen.

Staff continued working with the board on the organization and reviewing of the policies and procedures. Regular policy review meetings were scheduled until the end of the school year.

On the financial front, the school district is progressing as planned for the school year, although enrollment is less than forecast, while the number of designated students is greater than forecast. Details were shared during the 2024-2025 Amended Budget meetings, and the [Amended Budget Bylaw](#) was approved in February. 2025-2026 Preliminary Budget discussions started immediately after.

EDUCATION

STRATEGIC PRIORITIES:

- **QUALITY TEACHING AND LEADERSHIP:** SUPPORT ALL STAFF TO ADAPT TO THE RAPIDLY CHANGING EDUCATIONAL ENVIRONMENT AND STUDENTS' NEEDS
- **FUTURE ORIENTATION:** STRENGTHEN SUPPORT AND SERVICES FOR LEARNERS TO ADDRESS SHIFTING LEARNING REQUIREMENTS
- **STUDENT-CENTRED LEARNING:** CREATE POSITIVE LEARNING EXPERIENCES THAT SUPPORT LITERATE AND NUMERATE STUDENTS

HIGHLIGHTS

Curricular Information Technology

Highlights:

- Development of the Tech Plan device rollout
- Increased usage of SpacesEDU (last year we had 4 schools using SpacesEDU, this year we have increased to 7 schools using SpacesEDU).
- Usage of SpacesEDU portfolios for Core Competencies at Hatzic Middle: Consistent communication with SpacesEDU and Brightspace to improve usage of the platforms
- SpacesEDU Learning Updates production went very smoothly.

Challenge:

- Ongoing development of Multi-Factor Authentication for district staff
- Increasing the number of teachers at MSS using Brightspace for more than a Gradebook
- Increased frustration with the Learning Updates PDF template.
- Aging devices (particularly iPads) are starting to really show
- Vetting of applications is getting larger, need to make it easier for teachers and us to vet
- Typing platform for teachers. Staff are frustrated with the typing programs they have been given access to

Math/Numeracy/Science

Quality Teaching and Leadership

- Elementary (grades 4-6) and middle school (grades 7-9) math scope and sequence in-lieu sessions were facilitated for teachers to gather and discuss curriculum and corresponding resources for better curricular alignment grade to grade.

Student Centered Learning

- With the elementary math committee, the Grade 3 SNAP+ assessment was created for trial with group marking, debriefing and revisions.
- Revised and re-posted curriculum pathways to the Math in Mission site
- Sent feedback to the Ministry on Math Foundation Learning Pathways
- Researched tools and assessments for basic fact mastery
- The science fairs were a huge success, although coordinating and running science fairs on the class and district level was tricky, as it was new work and an area of focus

Indigenous Education and Literacy

Student-Centered Learning

Mentoring with teachers on how to use literacy assessments for information to guide instruction and programming. As well, our goal is to provide high-quality digital learning resources, timely support for

resource requests/support, and ensure that access to our district digital resources is as barrier-free as possible.

Here are some examples of the virtual library support:

- Created Literacy Assessment page on Curriculum Connections
- Wrote Seasonal blog posts for K-6 Virtual Learning Commons (Family Literacy Day, Black History Month)
- Removing library overdue fines from student accounts who have moved to different schools – supporting a welcoming experience with their new TL.
- Focused Ed databases problem-solving – remote login access barriers to World Book and more, collaborated with IT, FocusedEd Tech support to resolve.

Helping schools with looking for resources to make UFLI lessons more accessible to all students (printing issues) – this is from West Heights using inquiry project money.



Effective Learning Environments

Working on accessibility to literacy resources for intermediate grades – the first two Bug Club morphology kits were offered to each elementary school, and housing and sharing in school libraries. Virtual workshops are offered for training. We are also helping with planning for older struggling readers and access to possible materials that work on skills that are age-appropriate.

Teacher Librarian Support/Collaboration:

- Jan.13th TL Learning Session at HPMS (Topics: Accessibility, Destiny Tips & Tricks)
- Jan.27th: Stave Falls TL Collaboration (Building Authentic Indigenous Story Collections – TL, SFE ILW, Jen and Peggy)
- Feb. 10th: Mission Central TL/FRIM Collaboration (Building Authentic Indigenous Story Collections in French programs – TL, Shauna, Jen & Peggy)
- March 3rd: TL Learning Session (Virtual. Topics: LiveItEarth (bilingual, place-based, multi-media inquiry resource & Literacy Initiatives and Resources with Claudia Yung)

Quality Teaching and Leadership

Modelling the first Bug Club Morphology lesson in classrooms. Debriefing about the program, providing ongoing support and creating blackline masters/student materials to be used with the lessons. Feedback from teachers so far is that students are really responding well to morphology lessons; lots of rich classroom conversations about words and the meaning of different word parts. · Created a OneNote for Bug Club Morphology with resources and videos for training, shared with teachers in the district.

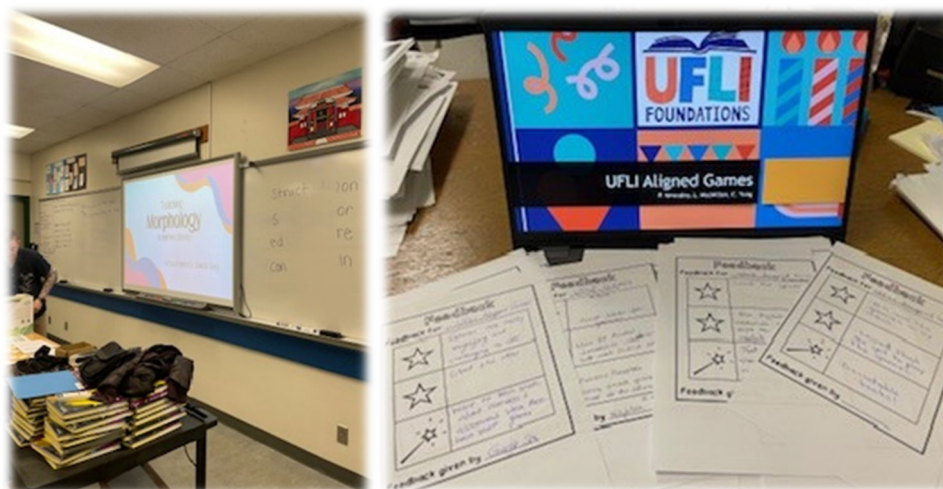
Modelling lessons of the UFLI Foundations phonics program in classrooms and debriefing, providing ongoing support to teachers. More classroom teachers are using UFLI with their students, seeing growth in decoding and especially with encoding (spelling).

Setting up an ELPATS (Early Literacy Phonemic Awareness Tool Surrey) page on curriculum connections with the help of Jen Lane. Creating district screening protocol documents, preparing paper versions of the assessments and making videos of myself administering the assessment for training purposes.

Future Orientation

Provided staff training/workshops on teaching morphology (February Professional Development Day), how to make phonics practice fun and joyful through games (February Pro-D day). Sharing with staff the current progress towards district literacy assessments, how assessments connect to reading skills and showing the Literacy Page on Curriculum Connections. Starting pilot projects for grade 1 and grade 2 literacy assessments with several elementary schools. Started with Mission Central in March.

From Feb ProD Day – Morphology Session for Intermediate/Middle School Teachers and UFLI Games Session for Elementary Teachers



Honouring Culture and Territory

Evaluating Literacy resources/materials/decodable books for Indigenous content and authenticity (e.g., meeting with Scholastic representative to preview their new Know Your Code resource, looking at the Cedar School Decodables).

Updated Cultural Presentation lessons and supported the Hatzic Middle School elective course on “Stó:lō History, Halq'eméylem Language, Story & Culture”.

Assisted SWSW staff with Cultural Days in elementary schools, supported Curriculum Teacher with STUDIO at the middle school and shared the Project of Heart Canoe, “The Sqwéxem Canoe” at HMS.



Jan 14, 2025, Picture, Peter Gong presents: Photo credit: Peggy Janicki, shared with permission

Jan 14, 2025 “Memory Piece” picture, Hatzic Middle School, teaching “Stó:lō History, Halq'eméylem Language, Story & Culture”: Photo credit: Peggy Janicki, shared with permission

Jan 29, 2025 “Bentwood Box” Cultural Presentation at West Heights Elementary School

Photo credit: Peggy Janicki, shared with permission



French Programs

18 students wrote B-level DELF exams in November, and ALL students passed. Both MSS teachers are now certified DELF examinatrice-correctrice and use pedagogical tools required to support student success in their teaching practice.

French Immersion initiatives · Anaïs St-Laurent (French programs TL – 0.2 position) created the following Padlet to showcase the resources of the French Programs library and a space for teachers to add how they are using the resources to create a shared space. This was presented to teachers during the February 14th Pro D.

Several initiatives were taken to boost registration in French Immersion:

- Visited all of the Strong Starts in December and January
- New French Immersion promotional video published to the MPSD French Immersion programs website and shared on MPSD FB and local FB groups.
- Grade 1 intake Family Information night March 3 from 6-7 pm

Adaptation of the ELPATS for French Immersion – translated and adapted ELPATS by teachers (French LST, Anaïs, Shauna). Presented and adapted to primary teachers during the February 14th Pro D.

Core French resources - elementary

Created the Grade 5 learning game and resource kits to be used with the BAFF-SFU (coordinated by Shauna) play-based literacy units designed for Core French teachers who speak little to no French in order to develop a love of learning French in the elementary years.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

From the desk of Vivian Searwar, District Principal of Siwal Si'wes:

Siwal Si'wes Cultural Days

In January and February of each school year, Siwal Si'wes Staff descend upon various elementary schools to bring Cultural Days. Cultural Days have been a tradition in our school district for at least 15 years. Developed out of an idea from a Leq'á:mel Elder, Cultural Days began at Dewdney Elementary. The idea quickly spread throughout other elementary schools. Students and staff participate in a day of cultural learning that sparks ideas to engage in continued learning about Indigenous peoples, language, culture and history throughout the school year. This year, seven elementary schools participated in Cultural Days, and Siwal Si'wes Staff provided over 160 cultural learning sessions and workshops to elementary school-aged children, which means the preparation of almost 4000 cultural kits!



Cultural Strengthening & Indigenous Learning Opportunities for MPSD Staff

Cultural Strengthening with Abbotsford School District: Sharing our Gifts



For the past few years, Siwal Si'wes has planned, organized and participated in purposeful Cultural Strengthening Learning Opportunities. In February 2025, we collaborated with the Indigenous Department in Abbotsford School District, with Cultural Workers from both school districts sharing their talents and gifts with each other. This was a true 'gift exchange', as many staff came away feeling confident in sharpening the skills they already possess and excited about learning new skills, which they will bring to MPSD learners.

A Day in the Life of a Student in Téméxw te í: The Land of this Place, Indigenous-Focused Board Authority/Authorized Course

For the February MPSD Professional Development Day, a group of educators engaged in an Indigenous-based land learning experience called A Day in the Life of a Student in Téméxw te í: The Land of this Place. Temexw te i (The Land of this Place) is Mission Public School District's locally focused, co-developed with local First Nations (Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets) course, that fulfills the new provincial Indigenous graduation requirement. The idea was to provide land-based journey into the life of a Temexw te i student while learning about the beauty of the local Indigenous culture. This day included language, story, history, land-based experiences and field studies - an abridged version of the course. Participants learned about the Story of the Land Acknowledgment,

Halq'eméylem greetings and seasons, the importance of Circle protocol and meaning of lets'e mot, lets'e thale (good mind, good heart) by making a bullrsh bracelet. Particiaptns also had an opportunity to visit Xa:ytem, Leq'á:mel and Sq'ewlets, and heard stories from Leq'á:mel and Sq'ewlets Storytellers and Knowdge Holders.



Grand Opening of *Growing Roots* Métis Child Care

February 14, 2025, marked a historic time for Mission Public School District, Fraser Valley Métis Association and Métis Nation BC, where we celebrated the grand opening of the first-ever Indigenous-focused culturally based childcare centre project for MPSD. The project began just over two years ago, from a simple idea, and blossomed into a beautiful space where children of all ancestries can grow and thrive. This project demonstrated the work of many minds, many hearts and many hands in the spirit of lets'e mot, lets'e thale, sqwalewel (a good mind, good heart and good feeling).



SWSW Staff Connections

HPMS Food Program Collaboration

Food costs have risen exponentially over the past few years. The Raven's Perch Indigenous Room has always provided food for students. Funding for an inclusive, free soup program was granted and implemented through a creative and collaborative approach between the Raven's Perch, Feeding Futures and the HPMS Cafeteria. Now all HPMS students have access to healthy food options, and the Raven's Perch Staff are able to focus this renewed time on building and nurturing relationships with students.

Cultural Learning through Literacy

ESR students are learning about through culturally based literacy stories. Using Métis Artist and Storyteller, Leah Dorion's book *The Giving Tree: A Retelling of a Traditional Metis Story*, the ESR community learned about Métis core values and their connection to the Seven Sacred Teachings. Teachings included Humility (putting others before ourselves), Love (caring about our classmates' feelings), Respect (showing respect for individual needs), Courage (being brave enough to reach out and talk about our challenges and worries), Wisdom (knowing when to speak up and advocate for our needs), Truth/Honesty (being true to ourselves when we need to take care of our own feelings and honest about our intentions). Students were so enthralled with these teachings, and plans are to plant a maple tree in the fall as the 'ESR Giving Tree'.

Canoe Teachings

Cherry Hill students are learning about Canoe Teachings as a way to explore ways to discuss inequities, bullying and its harmful impacts, treatment of peers and school staff, and belief in oneself, with the focus being to build positive classroom cohesion and contribution to the school community.

SWSW Library

There is a great increase in traffic in the Siwal Si'wes library due to digital contributions (resource collections and seasonal blog posts) co-created by the Siwal Si'wes Teacher-Librarian and the Indigenous Mentor Teacher. Momentum continues with a 20% increase after the fall blog post, a 25% increase after the winter blog post and a 50% increase after the spring blog post. In the short time between January to March 2025, the following collections were shared: Equity Collection, Sports/Athletics Collection, Black History Collection, Nationalism Collection (tailored to the request from an MPSD educator) and the Spring Collection.

From the desk of Angela Magon, District Vice-Principal of Siwal Si'wes:

In my role, I attend many meetings centered on Indigenous student success. For me, a successful meeting isn't just a conversation—it ends with a meaningful, actionable plan that brings us closer to supporting a child or their family.

As a trained Learning Support Teacher, my work is grounded in creating interventions and targeted supports. That's why one of the most fulfilling parts of my role is providing Level B testing for Indigenous students. These assessments—each typically 3–4 hours over two or three sessions—are the first crucial screen in identifying whether further psychoeducational testing is needed. We also use level B testing to rule out cognitive disabilities when students have been given (or the team wants to

apply for) a behaviour designation (R or H), recognizing that externalized behaviour can be the result of learning frustrations.

Level B testing can have long wait times, often creating a barrier to timely support. But in this role, I've had the privilege of removing that barrier for priority Indigenous students. This quarter, I was able to assess six students from Grades 7 to 11—some of whom had been waiting up to two years. More importantly, I was able to sit down with their families and collaborate on next steps.

One moment will stay with me for a long time: I was reviewing results with a student's mother when she began to cry. I worried at first that the news had overwhelmed her. But she looked at me through tears and said, "These are happy tears." For years, she had been advocating for an assessment as she felt that her child had a learning disability.

That moment reminded me why this work matters. When we remove barriers to assessment, we don't just gather data—we open doors. We affirm families' voices. And we empower students to reach their potential with the supports they've long needed.

OPPORTUNITIES FOR GROWTH (AS SHARED BY SIWAL SI'WES STAFF):

Transportation continues to be a significant barrier for some Indigenous learners and families (i.e., students who live on reserve or in rural areas, Indigenous learners living out of catchment areas, students on partial day programs, supporting families with attending appointments, extra-curricular opportunities etc). This puts a great strain on some Siwal Si'wes Staff, which then increases time away from their buildings, and so it impacts service to Indigenous learners who are at school.

An additional barrier mentioned by Siwal Si'wes Staff is time. Increased workloads, and specifically when providing intensive and continuous support for some students who are high needs, meeting the demands of the work, and completing all tasks (including Ministry-mandated documentation, for which the criteria are varied across all BC School Districts) can be challenging.

Finally, as mentioned in detail in an earlier Quarterly Report, there are varying degrees of challenges and barriers for Indigenous learners in MPSD, including Personal Factors, Communication & Trust, Cultural Factors, Academic, Health & Wellness, Services & Personnel, and Systemic Barriers.

INTERNATIONAL EDUCATION

HIGHLIGHTS

January is always full of celebrations, farewells, and wholehearted welcomes. We congratulated our graduating YES students returning home with an emotional graduation ceremony at Fraserview Learning Centre. This always includes well-earned acknowledgment of achievements, videos of their adventures and heartwarming video messages from their parents in Korea.

A farewell bowling party for our 26 departing students at Revs in Maple Ridge was well attended, and a great time was had by all!

Whistler is always a favourite trip for our international students, and this year was no different. Mission and Chilliwack have joined together for most of our student activities to ensure minimum seat numbers

are achieved. Students in both districts love meeting new friends and experiencing amazing trips together. Our January Whistler trip saw 21 Mission students and 52 Chilliwack students enjoy the two-night, three-day ski trip.

We also celebrated Lunar New Year at Mission Secondary with over 30 students joining us for delicious Chinese and Korean cuisine. One of our own international students (also a leadership student) Sarah Taildeman from Spain, took the lead on decorations and special treats for all!

February was a busy recruiting month with agent fairs in Bangkok, Taipei and Kowloon.



We are proud of our Lead Learner award winners!

An excellent time was had by 8 students on our first ever trip to the Yukon, which was also combined with fifteen students from Chilliwack.

March started with recruiting trips in Mexico City and Colombia and an exciting spring break trip through the Rocky Mountains!



CHALLENGES:

Some challenges have been difficult decisions made around travel to the US by our international students, and significant barriers agents are facing due to new immigration policies for K-12 study permits.

EARLY LEARNING & CHILDCARE

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

Supporting Mission families and nurturing belonging.

Focused on attachment, the Early Years Team has continued to develop relationships with families from birth to age 8 by offering fun opportunities for families to participate in.

Before and After School Child Care

- The City of Mission has increased overall spaces at Christine Morrison, Hillside, Hatzic and Windebank Elementaries
 - 4 before-school sites are functioning well at Albert McMahon, ES Richards, Hatzic Elem and Windebank
 - Hours of operation: 6:30-8:30 and 2:30-6:00
 - Feedback from families regarding the early opening has been positive from parents.

Transition to Kindergarten

- Ready Set Learn events are happening at all schools beginning in January and continuing through April.
 - Some schools are moving to smaller, more frequent opportunities throughout the year, which gives families multiple opportunities to get to know school staff and feel comfortable in the environment.
 - We continue to collaborate with partners so that families can connect with resources in the community.
- Early Years Fair
 - Valentine's Day theme – February at the Leisure Centre – over 100 participants
 - Twenty community partners were represented.
 - For example, MACL, Metis Nation, Family Place, Fraser Valley Child Development
- Alongside Director of Instruction Nguyen, staff met with MACL and Aboriginal Supported Child Development to share information and plan for success for incoming 2025/25 Kindergarten students.

Early and Middle Years Family Navigators

- Weekly drop-in Navigator sessions are offered to families to meet in a more private setting
 - Focus schools - Mission Central, Christine Morrison, West Heights, Cherry Hill
- Navigators participated in Circle of Security and Infant Massage training
 - These two parenting programs focused on attachment will be run in the Spring and Fall
- Evening Stay and Play Gym time
 - Six Thursday evenings held at Cherry Hill, 4:30-6:30 – approximately 20 families at each session – great to see so many dads
 - In partnership with Mission Literacy in Motion
- Provided free swimming at the Leisure Centre on March 14, 2025, for families with children from birth to age 8
 - Over 100 participants (funded through SEY2K)
- Participated in the Riot of Reading - January 25, 2025

Early Developmental Index

- Kindergarten teachers completed the EDI survey that ran between January and March.
- Results of the survey will be shared with school districts later this year.

CHALLENGES:

As our Early Learning program and staffing grow, it is becoming increasingly challenging to find space to run programs and to store materials. Currently, our materials are stored in multiple sites, and we try to run programs where there is space, not necessarily where the greatest need is.

Windebank especially has become a challenge as the StrongStart room is utilized by Club K.I.D.S before and after school and during the afternoon for music classes. It is difficult to share this space as it is used from 6:30 a.m. to 6:00 p.m., with little ability to set up programs between the different groups. It would be helpful to investigate the possibility of moving StrongStart to a different location. There is a Ministry of Education and Child Care procedure for moving StrongStart BC programs that would need to be followed. When we receive it, we would like to review the most recent EDI data to evaluate the possibility of moving this StrongStart site.

STUDENT SERVICES

HIGHLIGHTS

Our District Inclusion Mentor Teachers are continuing to build capacity in our school district with staff. They are going into schools and co-developing concrete plans and strategies as well as modelling inclusive practices for all learners.

- Future Orientation (strengthening supports and services for learners to adapt to shifting learning requirements; embrace equity, diversity and inclusion)
 - Collaboration with colleagues in other Lower Mainland school districts to strengthen supports for post-secondary pathways to independence for students with disabilities and diverse needs.
 - From this collaboration, ongoing conversations are occurring with several institutions regarding collaboration with MPSD schools for workplace training for students with disabilities or diverse abilities.
 - Collaboration with colleagues through the district inquiry project and collaboration with assessment committees.
 - Created training resource and presented *AI for the Inclusive Classroom*.
 - *(Heavily focused on ethics and policy.)*
 - Preparation and planning for iPad replacement for Level B assessments across the district
- Student Centred Learning (foster safe, caring, compassionate, and collaborative learning environments; support students to successfully transition in their learning environments)
 - Weekly support at Hatzic Middle School within the ISP program, as well as planning with the administration for transition articulation meetings.
 - Two individual POPARD consultations have been completed; three are close to completion; three consultations have recently begun.
 - Supporting ISP teachers through regular learning opportunities, with an emphasis on social-emotional safety and effective communication and co-regulation strategies.
 - Collaborative Action Research grant (\$4000) being used for literacy at middle school
 - *(HPMS pilot is up and running as of mid-January using Bug Club Morphology kits in LST blocks)*
- Quality Teaching and Leadership
 - General feedback provided for all LST, LSAT and Counsellor case managers re: CBIEPs.
 - Trained and supported new MyEd CBIEP features (logging parent consults) for all district case managers.
 - Ongoing mentorship of three Inquiry groups
- Effective Learning Environments (further the progress of inclusive teaching strategies; provide support for students to transition to new schools)
 - Presentation during February 14 MPSD Professional Development Day – Supporting Complex Learners in the classroom (in collaboration with Provincial Inclusion Outreach Program). Teachers and EAs in attendance for this practical training.
 - Support during the March 14 Educational Assistant in-service presentation on effectively and safely supporting students with communication differences.
 - Ongoing collaboration with elementary, middle, and high school for articulation meetings and in the planning of transition visits and individual transition planning meetings.
- Honouring Culture and Territory

- Working with a Middle School Inquiry Group to facilitate embedding Indigenous Ways of Knowing and Principles of Learning into their instruction using experiential learning.
- *(English and French Social Studies teachers running an inquiry project on engagement and retention using experiential activities, including field trips, storytelling and use of oral language to deepen engagement – I am supporting this as a mentor teacher for inclusion by resourcing for them, and attending field trips as a teacher chaperone)*

The Violence Prevention Team (VPT) has developed, organized, and led training at the last few Non-Instructional Days. They have also attended to refusal of work scenarios and helped guide school teams through the safe work procedures.

- Effective Learning Environments (further the progress of inclusive teaching strategies; provide support for students to transition to new schools)
 - Presentation during February 14 MPSD Professional Development Day – Supporting Complex Learners in the classroom (in collaboration with Provincial Inclusion Outreach Program). Teachers and EAs in attendance for this practical training.
 - Support during the March 14 Educational Assistant in-service presentation on effectively and safely supporting students with communication differences.
 - Presented to district EAs on Framing VI's with a PDA lens
 - Supporting school teams through developing safe work procedures at a variety of school sites

The Hearing Department (TDHH)

- The Deaf and Hard of Hearing Department has been busy building connections and community. At Cherry Hill Elementary, we've been busy learning about language, communication and Deaf culture. There is an American Sign Language bulletin board in the main hallway by the office where students can stop by and learn ASL vocabulary and topics. This year, we have focused on Deaf culture, sea animals, Christmas, family members, and summer vocabulary. We have one student with a hearing designation at Cherry Hill, and his class has been receiving ASL lessons for learning more ways to communicate with their classmate. When our student arrives at school, the students are excited to greet their friend in ASL.
- This spring, we had one of our high school students visit with our student at Windebank. This was a very special time for connection, and they were able to share about topics related to their hearing and their experiences. Both girls really enjoyed the visit and look forward to meeting again.

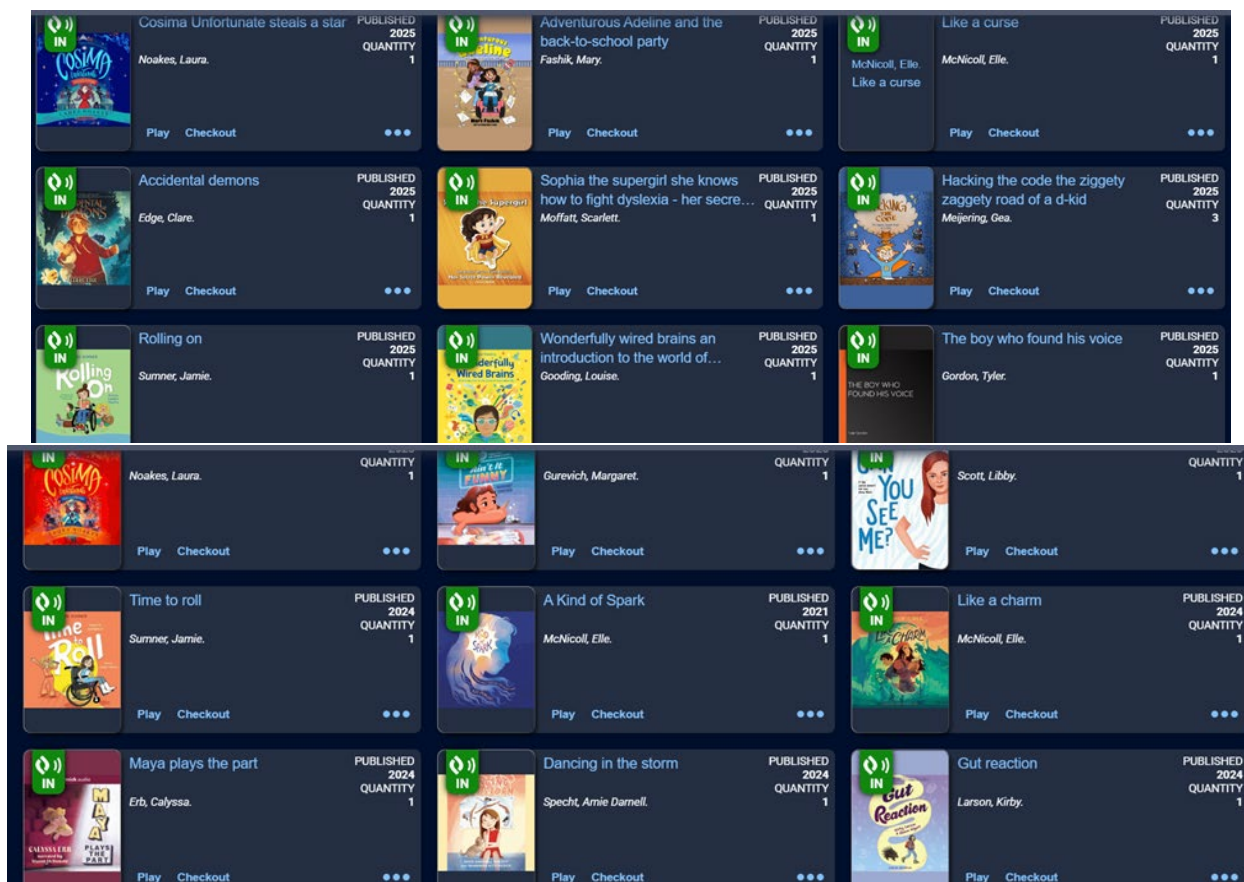
The Accessibility Library has continued with progressing on the second year of the development plan. A report is being prepared to send in to the Mission Community Foundation.

- Placed K-6 district order of picture books. P.O. generated by the purchasing department using GL code for grant funds.
- TL session feedback – agreement that digital labelling in our catalogue records is a preferred method for ARC-BC labelling since they cannot supply enough labels for all our school libraries. Each library was sent a title list from ARC-BC, and Jen is adding a statement to all Indigenous title records. Jen may be able to support school libraries by adding the statement to additional title records – time dependent.

- Prepared draft/tentative budget for Year 2 – set up of physical library space and bringing in print resources.
- Indigenous title records – adding ARC-BC statement. Will share with Sandra Norum who is the MPSD liaison with ARC-BC.
- Accessibility Committee – brought the physical books to the meeting and shared the audiobook connection to the FVRL Reading Challenge.
- Hoping to share the Inclusion page and Accessibility Library at an upcoming Student Services meeting to demonstrate what we are setting up and offer to set up collections for specific topics if useful.
- February & March 2025:
- Shared the Inclusion page and Accessibility Library at the Student Services meeting.
- Picture books are arriving!



- Catalogue records – create title records for all of the new K-6 picture books ordered before they arrive and are sent out to schools. (This takes quite a bit of time on my end – custom, detailed records with resources attached. Saves time at the school level, and they can simply add copies once they receive the books.)
- ARC-BC Records – still adding statement to Indigenous titles.
- K-6 Audiobooks:
 - Research, select and purchase K-6 audiobook titles. Began with school requests gathered by TLs. Followed by selections written by authors with lived experience.
 - The grant funds have allowed us to purchase 40+ new titles for elementary schools! Our library infrastructure has allowed Jen to push out titles to all K-6 schools and to the Accessibility Library.



Connections Program (Alternatives to Suspension)

- The Connections Program has completed PATH (Planning Alternative Tomorrows with Hope) training, in conjunction with school counsellors and youth care workers at the middle school. The purpose of PATH training is to develop short-term plans for students as they transition back to their middle school.
- Presentations and workshops continue with partner groups including: Integrated Child and Youth (ICY) team, Fraser House Counsellors, Mission Youth House, Mission Leisure Centre, Friendship Centre, and RCMP.

CHALLENGES:

Our district Educational Assistants are working under increasingly complex and demanding conditions, often facing significant student needs alongside ongoing staffing shortages. Understandably, this can contribute to feelings of being overwhelmed. At the same time, we are noticing that participation in available professional learning opportunities is limited, which may further impact skill development and confidence in supporting students effectively. There is an opportunity to explore how we can reduce barriers to training, provide targeted and accessible skill-building opportunities, and ensure EAs feel both supported and equipped to meet the growing complexity of student needs.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

The Feeding Futures program continues to find creative and holistic ways to encourage the community around nutritious food options.

HIGHLIGHTS

Some of the highlights that have happened with the Feeding Futures program are:

- The Feeding Futures program is well underway this quarter, thanks in part to increases in staffing
- A dedicated driver started in January, an FSW 1 was hired part-time to assist our full-time FSW with the creation of breakfasts and sandwiches.
- The central prep facility is scratch-cooking many of our breakfast offerings.
- Breakfast menus are now provided a month in advance and posted to the district website.
- Breakfast programs were started at all elementary locations in this quarter, so there are no elementary schools without a breakfast program in place.
- We have staff at each location dedicated to the distribution of the breakfast foods.
- We have seen an increase in our participation rates for both lunches and breakfasts.
- Our dedicated refrigerated transportation is being utilized to distribute food to all of the elementary locations 5 days per week.
- A soup program was piloted at one of our Middle schools, along with produce cups, to provide more produce options for that school.
- BC entered a contract regarding National funding in March, so there is excitement around hearing the details of that program.
- As more emphasis is put on a food literacy component by the Provincial and Federal Governments, there have been some exciting opportunities to try programs at schools using hydroponics, lunch and learns, and picnic basket learning materials. We look forward to being able to expand on this component of the program, as students learning about where their food comes from assists us with a systems approach to Feeding Futures.

CHALLENGES:

- One of our biggest challenges with the program is forecasting participation rates.
- Participation rates continue to increase both for the breakfast and lunch programs, showing that the demand is great
- Infrastructure, funding and staffing constraints continue to be the largest challenge as this program expands. However, the district has been amazing at coming together to strategize potential future solutions.
- As we now have funding sources coming from different levels of government, reporting structures and administrative duties will continue to expand.
- The biggest challenge of all is how to expand the program without creating a program that excludes anyone or creates stigma.
- More historical data is needed for better future forecasting, but as this program is in its infancy, the numbers do not appear to be stabilized yet.



FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

Finance strives to be future-oriented by looking for opportunities to integrate system enhancements, continuing to improve financial reporting, and planning for potential risks and challenges.

HIGHLIGHTS:

The payroll department continues to work through the implementation of automated seniority reporting for support staff. In addition, the payroll calendar year-end reporting was completed during the quarter. In accounting services, on-site school reviews were reinstated with the return of the Finance Manager from maternity leave in February. Planning and piloting were underway for the implementation of Amazon business services across the district. With financial reporting, several reports were completed during the quarter, along with work related to the preliminary budget for 2025/26.

The following financial reports were completed during Q3:

- 2024 Pension Reporting
- 2024 T4 Reporting
- 2024/25 Amended Budget
- 2024/25 Q2 Board Financial Report
- 2024/25 Q2 Employment Data and Analysis Report (EDAS)
- 2025/26 Enrolment Forecasting

CHALLENGES:

The payroll team has been involved in a lengthy and complicated project with Powerschool for the implementation of automated seniority reporting, with project completion still considered at risk. In finance, the team is struggling with increased workload related to the demands from a growing school district, steadily increasing provincial administrative and reporting requirements, and system/process improvement projects.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- Mid contract modification with Mission Teachers Union to modify December salary to two payments versus one, resulting in increased teacher personal support and alignment of payroll processes
- Significant increase in use of Early Career Teacher Mentorship Fund in collaboration with Mission Teachers' Union (approx. \$18,000)
- 35 Teachers Teaching on Call accepted an opportunity to participate in the February district professional development day
- Continued use of the BCTF Peer Support Service in collaboration with the Mission Teachers' Union
- Significant TTOC replacements for teacher absences
- Learning Enhancement/Health and Wellness Fund for regular and term support staff were reimbursed \$21,800
- 17 Education Assistant practicum students placed in schools
- Teacher Recruitment Fair - University of British Columbia

- \$367,821 was transferred to the Misson Teachers' Union to reflect remedy due to class size and composition violations for October to December for teachers who selected professional development

Below is the dollar amount or number of remedy minutes earned for January to March (LOU 17)

# of Teachers	Method	Totals
73	Resource Funding	\$197,581.31
198	Professional Development Funding	\$382,346.66
1	Co-Teaching	432 minutes
3	Additional Prep Time	2,067 minutes

CHALLENGES:

- Availability of casual Education Assistants to replace absences
- Volume of movement of education assistant classification from position changes, leaves and new hires
- Time required for grievances and arbitration preparation

OPERATIONS

STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

The Operations Department is focused on providing the best support to our education team as we build effective learning environments both now and for the future.

HIGHLIGHTS:

- Operations are working tirelessly to provide much-needed support to our education staff. Operations' goal is to assist in the building of effective learning environments both now and in the future.
 - New awnings installed at SBO
 - Completion of the West Heights HVAC upgrade. Adding 3 new high-efficiency unit ventilators
 - Completion of over 1400 facilities' work orders
 - Installation of block retaining wall at Christine Morrison Elementary School
 - Continued HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment and upgrades to the school's electrical distribution system
 - District-wide upgrades to our intrusion alarm system
 - Initial start-up of the Hatzic Middle School small gym floor replacement project
 - Major flooring replacement in the upper mezzanine at Heritage Park Middle School
 - Pilot project for a vape detection system currently installed in 1 set of washrooms at Heritage Park Middle School
 - HVAC upgrades at Hatzic Middle School, Dewdney Elementary, ESR, Mission Secondary School, Hillside Traditional Elementary School and Albert McMahon Elementary School
 - Grand opening of Growing Roots, the Métis Nation Childcare Centre at West Heights Elementary
 - Initial development of a district-wide IT disaster recovery program

- The completion of over 1250 IT work orders
- Continued installation of new district-wide VOIP phone and P/A system, we now have 17 sites operating on our new phone systems.
- Provided Effective Communication training to all facilities staff

CHALLENGES:

- Budget challenges with increasing costs for materials and labour. This means our current budgets do not accomplish as much as they used to.
- Workload is always a challenge. With small departments and ever-increasing requests from sites, the workload can be overwhelming.
- Changes to building codes have put increased pressure and demands on our labour and financial resources.
- Aging buildings and system infrastructure are a challenge as increased maintenance costs and labour requirements put pressure on our limited resources.

HEALTH & SAFETY

STRATEGIC PRIORITY:

The OH&S, Wellness department is focused on protecting the safety and health of all members of the organization by preventing work-related injuries, ill health, diseases and incidents.

HIGHLIGHTS:

In March 2025, we conducted the 5th annual Workplace Violence: Worker Experience Survey.

2025 results- 32% participation (415 responses) % of workers experiencing violence is at an all-time low, 21%, 40% of staff feel things are improving, and 72% of staff have been trained within the last 2 years.

We had 32% of our staff participate (up from 18% the year before. Here is a summary of the results year over year since 2022. (In 2021, each site conducted its own survey, so stats are not available.)

Category	2022	%	2023	%	2024	%	2025	%
number of respondants	498	43	399	33	241	18	415	32
Have you experienced workplace violence? Yes	126	25.30120482	127	31.82957393	69	28.63070539	89	21.44578313
Have you experienced workplace violence? No	372	74.69879518	272	68.17042607	172	71.36929461	326	78.55421687
Have you submitted a report in the last year? Yes	70	14.0562249	76	19.04761905	40	16.59751037	67	16.14457831
Have you submitted a report in the last year? No	428	85.9437751	323	80.95238095	201	83.40248963	348	83.85542169
Have you been involved in the process? Yes	116	23.29317269	78	19.54887218	81	33.60995851	114	27.46987952
Have you been involved in the process? No	382	76.70682731	178	44.61152882	160	66.39004149	301	72.53012048
Processes are:								
improving	172	34.53815261	70	17.54385965	99	41.07883817	167	40.24096386
stay in the same	263	52.81124498	147	36.84210526	118	48.9626556	202	48.6746988
declining	63	12.65060241	39	9.77443609	24	9.958506224	46	11.08433735
Last time you participate in WPV training								
less than 2 year	211	42.36947791	154	38.59649123	157	65.14522822	298	71.80722892
between 2-3 years	116	23.29317269	35	8.771929825	29	12.03319502	52	12.53012048
more than 3 years	171	34.3373494	67	16.79197995	55	22.82157676	65	15.6626506

The Stay at Work/Return to Work program has been receiving a lot of positive feedback. The job jars have become an excellent tool to support the conversation between the supervisor, injured worker and the treatment providers. It has helped treatment providers understand the injured workers' role and

supported them in finding approved work duties. It has allowed the employer to quickly and accurately offer modified work to injured workers, ensuring the employer is meeting their duty under Bill 41.

CHALLENGES:

Our ongoing challenge is time. The OH&S department has worked to build solid processes and procedures that, when followed, will ensure compliance with WSBC regulations. The employer offers ongoing support, annual training, refresher training, one-on-one training and emails and phone calls to support the supervisors in learning and running the OH&S program. The constant feedback from the supervisor level is that they don't have time to get to all their obligations. This has led to inconsistency in how the programs are rolled out and managed between the sites. This causes frustration and confusion to frontline workers who feel as though each site has different expectations. It has also led to challenges and pushback from the unions as they believe they find gaps/cracks in the employer's process. WSBC has been called several times this year by workers feeling the employer is not meeting their obligations under WSBC.

Public Meeting of the Board of Education

Tuesday, May 20, 2025



ITEM 8.1 Action

TO: Board of Education

FROM: C. Becker, Secretary-Treasurer

SUBJECT: Bylaw 2025/26-CPSD75-02 for Amended 2025-2026 Approved Capital Plan

Recommendation

THAT the following resolutions be approved:

That the required three (3) readings for Capital Plan Bylaw No. 2025/26-CPSD75-02, a bylaw for the Amended 2025/2026 Capital Plan, be carried out in one meeting.

That Capital Plan Bylaw No. 2025/26-CPSD75-02, a bylaw for the Amended 2025/2026 Capital Plan, be read the first time.

That Capital Plan Bylaw No. 2025/26-CPSD75-02, a bylaw for the Amended 2025/2026 Capital Plan, be read the second time.

That Capital Plan Bylaw No. 2025/26-CPSD75-02, a bylaw for the Amended 2025/2026 Capital Plan, be read the third time and finally adopted.

1. Summary:

After reviewing, approving, and submitting the Capital Plan Bylaw to the Ministry of Education, we received notice that the School District would be receiving funding for two additional replacement buses, and that the bus replacement for one of the smaller buses was increased in size. The summarizes the projects that have been approved for funding and requires an Amended Bylaw to support the funding.

Deroche Elementary	SEP Roofing Upgrades	\$ 870,000
Mission Central Elementary	CNCP – HVAC Upgrades	\$1,000,000
Various Elementary Schools	Food Infrastructure	\$ 100,000
Cherry Hill Elementary	PEP – Universally Accessible Playground	\$ 200,000
9750 Bus	Replacement - internal combustion engine bus with 80 seats, 0 wheelchair	TBD
New Bus	New Internal combustion engine with 80 seats with 3 wheelchair spaces	TBD
New Bus	New internal combustion engine bus Type A2 Over 6350 Kg,(24-33 spaces) with 8 wheelchair spaces.	TBD
7751 Bus	Replacement - internal combustion engine – Type D bus with 80 seats, 0 wheelchair	TBD
7753 Bus	Replacement - internal combustion engine – Type D bus with 80 seats, 0 wheelchair	TBD

2. Background:

The Ministry requires all projects the Ministry funds to be approved by Bylaw. This Bylaw is then funded through a certificate of approval. In order to release the funding, the Ministry requires the bylaw and funding agreement. The Bylaw includes the projects with approved funding.

In addition, the correspondence from the Ministry confirmed the MSS replacement project.

Current Status of Approved Projects

159066 Mission Senior Secondary Replacement Design Development

3. Options:

Not approving the bylaw would mean the school district would not receive the funding for the additional bus replacements.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
The approval provides investment of \$2,170,000 in school infrastructure, and approximately \$700,000 of funding for new buses.
- d. Policy, Legislation, Regulation
The Ministry of Infrastructure directs the process for review and approval of capital funding requests.
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

- a. Submit the approved Bylaw to the Ministry
- b. Sign Agreement
- c. Receive Certificate of Approval

7. Attachments:

- a. Bylaw
- b. May 15, 2025, letter from the Ministry of Infrastructure

CAPITAL BYLAW NO. 2025/26-CPSD75-02
AMENDED CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Amended Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 15, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 75 (Mission) Amended Capital Bylaw No 2025/26-CPSD75-02.

READ A FIRST TIME THE DAY OF MAY 2025;
 READ A SECOND TIME THE DAY OF MAY 2025;
 READ A THIRD TIME, PASSED THE DAY OF MAY 2025.

APPLY CORPORATE SEAL

 Board Chair

 Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Amended Capital Bylaw No. 2025/26 CPSD75-02 adopted by the Board the day of May 2025.

 Secretary-Treasurer



May 15, 2025

Ref: 23458

To: Secretary-Treasurer and Superintendent
School District No. 75 (Mission)

Capital Plan Bylaw No. 2025/26-CPSD75-02

Re: **AMENDED** Ministry Response to the Annual Five-Year Capital Plan Submission for
2025/26

This **AMENDED** letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement. **Please see the "New projects for BUS" section below for AMENDED information.**

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)

- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
Deroche Elementary	SEP - Roofing Upgrades	\$870,000
Mission Central Elementary	CNCP - HVAC Upgrades	\$1,000,000
Albert McMahon Elementary, Cherry Hill Elementary, Christine Morrison Elementary, Deroche Elementary, Dewdney Elementary, Hatzic Elementary, Mission Central Elementary, Silverdale Elementary, Stave Falls Elementary, West Heights Elementary, Windebank Elementary	FIP - Kitchen Equipment	\$100,000
Cherry Hill Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects with bolded sections identifying additionally approved internal combustion engine and/or electric buses as designated. BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
9750	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 0 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 3 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE – Type A2 Under 6350Kg (1-24) with 5 wheelchair space(s)	TBD

New	INTERNAL COMBUSTION ENGINE - Type A2 Over 6350Kg (24-33) with 8 wheelchair space(s)	TBD
7751	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 0 wheelchair space(s)	TBD
7753	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 0 wheelchair space(s)	TBD

An **AMENDED** Annual Programs Funding Agreement (APFA) accompanies this **AMENDED** Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

SCHOOL SITE ACQUISITION CHARGE

As part of the Board's 2025/26 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The Board should adopt a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education. At that point, the local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board.

Please contact Regional Director [Travis Tormala](#) with any questions regarding School Site Acquisition Charges.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)

- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch



Board of Education of Mission Public Schools
33046 4th Avenue, Mission BC, V2V 1S5

May 6, 2025

Dear Board Chair Loffler,

On April 14, 2025 Mission District Parents Advisory Council unanimously voted in favour of advocating to the Mission Public School Board to fund Emergency Supplies at all schools.

During the April Committee of the Whole Meeting, Emergency Supplies were discussed and it was established that it is the responsibility of the school district to be able to shelter in place students for up to 72 hours. Currently, not all schools have food and water supplies in the event of an emergency. It is at the discretion of individual schools to decide to fund, or falls on Parent Advisory Councils to fund. Not all schools and parents will choose to fundraise or allocate fundraised monies for this purpose, and as such schools facing more economic disadvantages may be more vulnerable in a severe emergency situation.

We are asking that Mission Public Schools support the safety at all schools equally, by directing funds for this purpose and ensuring that a minimum level of emergency supplies for each school be maintained to provide for 72 hours.

Mission DPAC appreciates the continued support of safe environments for all students at Mission Public Schools.

Sincerely,

Jacquelyn Wickham
Chair- DPAC SD75

CC: Vice Chair Hamel; Trustee Bains; Trustee Cairns; Trustee Carter; Superintendent Wilson;
Secretary Treasurer Becker

Public Meeting of the Board of Education

Tuesday, May 20, 2025



ITEM 8.4 Action
TO: Board of Education
FROM: Special Committee of the Whole
SUBJECT: 2025-2026 Preliminary Budget

Motion

THAT Staff be directed to return a DRAFT Budget to the next Special Committee of the Whole Budget Meeting, that reduces the draw from the unrestricted surplus to approximately \$100,000.

1. **Summary:** At the Special Committee of the Whole held on May 13, 2025, a motion was passed, to bring the above motion to the Board meeting for consideration.
2. **Background:** At the Special Committee of the Whole, information relating to the 2025 / 2026 draft preliminary budget was reviewed and discussed with the partner groups.

Documents provided at the meeting summarized the **first draft** of the preliminary operating 2025 / 2026 budget, including comparison to the 2024 / 2025 amended budget and prior year(s). The operating budget as drafted considered the current operations, cost increases, and other pressures on the budget, and conservative revenue estimates, including no increase in enrolment. Fewer classrooms are projected in elementary schools, with some increases at the middle and high schools.

The first draft calculated a significant use of surplus to balance the budget, resulting in the accumulated surplus virtually depleted by the end of the 2025-26 school year. As such, significant amendments to the budget are required. Staff presented various options for consideration, which could include reducing administrative time for principals and vice-principals, reducing various programs and services, and staffing reductions.

3. **Options:** The school district must present a balanced budget, where the expenses are covered by revenue and transfers from reserves.

The projected balance in the unallocated surplus account at the end of the 2024/2025 school year is \$1.7M (1.9% of operating fund revenues). The first draft of the 2025/2026 budget shows a projected draw from the unallocated surplus of \$1.5M, which would leave an unallocated surplus balance of \$189,000, which is significantly below the [target surplus allocation of 2% \(see Reserve Funds Policy\)](#) of operating revenue or \$ 1.766 M.

The above resolution would require a reduction of about \$1.45M. Staff have reviewed the possible adjustments, and have calculated adjustments as follows:

Category	FTE (All Funds)		
	Existing	Reduction	% Change
Teachers	412.653	(5.443)	-1.32%
Principals/Vice-Principals	38.200	(3.000)	-7.85%
Education Assistants	217.607	(1.500)	-0.69%
Support	171.509	(1.800)	-1.05%
Other Professionals	26.000	(0.400)	-1.54%
Total	865.969	(12.143)	

Location	FTE	\$	%
District	-8.60	-1,075,300	72%
Ele	-2.40	-281,700	19%
Sec/Mid	-1.14	-141,200	9%
Grand Total	-12.14	-1,498,200	100%

Employee Group	FTE	\$	%
Teachers	-5.44	-672,000	45%
Principals/Vice-Principals	-3.00	-524,100	35%
Education Assistants	-1.50	-108,300	7%
Support	-1.80	-159,800	11%
Other Professionals	-0.40	-34,000	2%
Grand Total	-12.14	-1,498,200	100%

The Dias Toronto Metropolitan University
April 15 2025

Screen Break British Columbia Roundtable

I attended the roundtable by invitation. The many participants articulated both the many concerns with the excessive amount of screen time affecting youth but also actions and possible solutions to the problem. They also recognized the many benefits technology has for students when engaged in positive learning.

I was interested in the many points given by educators parent organizations and school officials. During my own brief time to speak I talked about our Policy “ Use of Technology by students ” and the restrictions on cell phones in class. I have to say our policy addressed many of the points people wanted in policy, so in my view our Board and Administration have developed a well thought out policy.

During the roundtable we has one student voice Gabriel Dalton “Oasis of Change Inc.” a high school student in Vancouver. He spoke about lessening screen time and is a screen break champion.

The time was short for the amount of participants attending a morning session only but was very interesting and giving ideas for schools and organizations looking to have youth engaged in off screen activities.

They advised they would be sending a summary to participants of the session, when received I will pass along.

Thanks

Randy Cairns

Trustee Mission Public Schools

Screen Break British Columbia Roundtable Agenda

April 15, 2025 | 10:00 AM - 12:00 PM (12:00 PM to 1:00 PM Lunch)

Vancouver Foundation, 200-475 West Georgia Street, Vancouver, BC V6B 4M9

Participants may proceed directly to the boardroom on the 3rd floor

Dais Contact: Rajender Singh | 226-998-0782

Agenda

09:30 - 10:00 AM: Arrivals and Networking

Tea, coffee, and light refreshments will be available.

10:00 - 10:15 AM: Welcome and Introductions

André Côté, Director of Policy & Research, the Dais

Participant introductions

10:15 - 10:25 AM: Agenda and Brief Introductory Presentation

Rajender Singh, Senior Policy Analyst

10:25 - 10:55 AM: Discussion 1: Early Successes

For Discussion: What successes have you observed with Alberta's phone restriction policy this school year? From your unique perspective (as educators, parents, researchers, policy makers, or community partners), can you share specific examples of positive impacts? How have these results varied across different environments and student populations? How do these outcomes compare to your initial expectations?

10:55 - 11:20 AM: Discussion 2: Key Challenges

For Discussion: What challenges have emerged in implementing the updated policy from your vantage point? Which issues are most prominent (logistical, behavioral, communication-related, equity concerns, etc.), and how do they vary across grade levels, school types, or socioeconomic contexts? What do you see as the main factors contributing to these challenges? How have different stakeholder groups been affected?

11:25 - 11:55 AM: Discussion 3: Additional Support

For Discussion: How can stakeholders across sectors better collaborate to support this policy? For government representatives: What additional resources might be needed? For educators: What specific implementation guidance would help? For researchers: What evaluation frameworks could measure success? For parents and community organizations: How can you reinforce these policies beyond school hours?

11:55 - 12:00 pm: Closing Remarks, Wrap up + Next Steps

André Côté, Director of Policy & Research, the Dais

Screen Break BC Roundtable

April 17, 2025 | 10:00 AM - 12:00 PM | Networking Lunch 12:00 - 1:00 PM

Participant List

Aimee Mehra, Vancouver School Board
Annette Vey-Chilton, VSB
Carol Todd, SD43 Coquitlam
Colleen Poon, McCreary Centre Society
Faith Collier, Future Ready Minds
Gabriel Dalton, Oasis of Change Inc.
Genny, York House School
Grace Yu, Unplugged Canada
Jason Camp, Madrona School
Jennifer Reddy, VSB
Jenny Perez, Unplugged Canada
Jesse Miller, Mediated Reality
Jocelyn Singh, North Vancouver School District
Josette, Calleja Coaching
Odion Kalaci, BC Pediatric Society
Phillip Clarke, Sea to Sky School District
Randy Cairns, Mission Public Schools B.C.
Renee Black, GoodBot
Tory Brooks-Hill, LIVE WELL Exercise Clinic Vancouver

From the Dais @ Toronto Metropolitan University

André Côté, Director of Policy & Research
Mariam Hamid, Manager of Partnerships
Rajender Singh, Senior Policy Analyst

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11:55 – 12:00 pm: Closing Remarks, Wrap up + Next Steps

André Côté, Director of Policy & Research, the Dais

Screen Break Background

The first Canada-wide program to support students, parents, educators, and policymakers in navigating a new, necessary reality: phone-free classrooms.

Background

In light of the mounting evidence that excessive smartphone use negatively affects student well-being and academic performance, there has been a growing movement in Canada and internationally to reduce the use of phones and personal devices in K-12 classrooms. Cell phones, tablets, and similar electronic devices can be valuable learning tools, but unchecked, personal use can result in harmful distractions and negatively impact student wellbeing and success at school.

Recent research shows that Canadian adolescents' average daily screen time has increased from **six hours in 2018 to nearly eight hours in 2022**, exceeding national recommendations by nearly **four times** and highlighting a growing reliance on digital devices.

Excessive screen time has been linked to a range of adverse health and academic outcomes, including lower standardized test scores, increased anxiety, depression, aggression, poor sleep, and a higher risk of obesity, according to a growing body of research. A 2024 Dais survey found that nearly eight in 10 Canadians support a cell phone ban in K-12 classrooms.

Over the past year, all Canadian provinces have announced some form of device restriction for the 2024–25 school year. While these policies reflect an urgency to support young people, parents, and educators, they vary widely, are often not accompanied by resources for implementation and enforcement, and have not always involved meaningful engagement with students and other affected communities.

About the Screen Break Project

Launched in late 2024, Screen Break is a pan-Canadian initiative led by the Dais at Toronto Metropolitan University to support policymakers, school boards, educators, students, and other key education stakeholders in navigating this transition.

The Screen Break initiative builds on the Dais' public policy and leadership work at the intersection of technology, education and democracy. We focus on ensuring digital technology is developed and used safely and responsibly in Canada.

Through stakeholder engagement and applied policy analysis, the Screen Break project aims to fulfill two aims: supporting K-12 system actors with the intelligence and applied

tools they need to effectively put phone restrictions in all provinces; and equipping Youth Champions to engage their peers and spur youth voice on these important issues.

Provincial Roundtables

We are holding a series of in-person roundtables in ten Canadian provinces to gather insights from educators, policymakers, parents, and students on the implementation of these restrictions. These discussions will help identify challenges, best practices, and necessary support to refine policies for the next academic year. Findings will be shared nationwide in late spring to inform more effective and sustainable policy implementation.

They will bring together a cross-section of stakeholders to ensure personal device policies in schools are informed by real-world experiences and research. We are engaging teacher associations/unions, parent groups, student leaders, principals, school board leaders, school counselors, mental health experts, education ministries, NGOs/organizations working on these issues, and regional academics/experts in the field. Our goal is to convene around 15 key education stakeholders, representing the diverse groups outlined above.

About the Dais

The Dais is a public policy and leadership think tank at Toronto Metropolitan University, working at the intersection of technology, education and democracy to build shared prosperity and citizenship for Canada.

Contact Information

For more information about Screen Break, please contact Rajender Singh at rajender.singh@torontomu.ca.

What We Discussed: British Columbia Screen Break Roundtable

Big Picture: Summary

British Columbia's early implementation of K-12 phone restrictions—some starting as early as 2023—has shown positive early shifts in student engagement, social interaction, and overall well-being, especially in middle schools. Schools that communicated a clear rationale and framed restrictions around wellness, not punishment, saw stronger buy-in from students and families. Youth-led initiatives and peer-driven conversations have also supported the transition, pointing to the value of centring student voice.

Despite these early successes, implementation remains inconsistent across BC schools—with varying policies from "bell-to-bell" bans to partial restrictions during instructional time—creating challenges as students navigate different environments. Teachers bear the enforcement burden, often feeling like "phone police," which strains student-teacher relationships and adds to workloads. Technical workarounds like smartwatches and device substitution further complicate enforcement, while limited ministry support leaves schools to interpret and implement policies independently. Successful approaches acknowledge technology's inevitability in youth expression and connection, centering youth agency through peer-led initiatives like "No So November" rather than relying solely on punitive measures, while remaining mindful of equity issues across rural, urban, and Indigenous communities.

Beyond schools, addressing digital wellbeing requires a broader public health approach involving healthcare professionals, parents, and community organizations to counter the addictive design of technology platforms and foster sustainable cultural change.

Please find more detailed notes, organized by themes, below:

What's working: Lessons from schools with strong implementation

Early impact: student engagement & behavior

- Increased classroom participation—students are more focused, join discussions actively, and complete more work during class time.
- Improved social interaction—students engage in more face-to-face conversations and have revived non-digital games during breaks.
- The biggest shift is in middle schools—students play outside more and participate more in school activities.
- Some students are voluntarily reducing their screen time outside of school, recognizing the benefits of decreased device dependency
- Broadly, Despite initial reluctance, many students have expressed appreciation for the policy—many students found the transition easier than anticipated.

Policy alignment and shared messaging

- Some school districts began developing phone restriction policies as early as 2023, involving partners like Indigenous Education Councils and aligning the policy with existing school practices.
 - The policy is seen as complementary to those existing practices, essential for reducing screen distractions, and fostering better social interactions.
- This policy and related provincial messaging, including public campaigns about “bell-to-bell” policies, helped normalize conversations around youth digital well-being and online harms.
- Schools that communicated a clear rationale—linking phone use to mental health and sleep impacts—saw stronger student understanding and compliance.
- Effective implementation often included parent involvement and expert-led education on digital wellness, though public schools faced challenges with resources, capacity, and uptake.

Implementation strategies that strengthened compliance

- Gradual rollouts led to smoother adoption. Schools that transitioned from mild to full phone restrictions over time saw better student and staff adaptation.
- Clearly communicated, escalating consequences improved student buy-in. Students responded better when provided with explicit explanations, such as:
 - Class time includes not only instructional periods but also transition time between classes, restroom breaks, and any other interruptions during lessons.
 - Personal device restrictions include earbuds and headphones, not just phones.
- Structured phone storage reduced unauthorized use: asking students to leave their phones in personal lockers rather than keeping them in their pockets or bags reduced temptations for repeated use.
- Suspend the phone, not the student: confiscating phones instead of suspending students proved a more effective strategy.
 - A tiered confiscation approach—starting with one-day, then three-day, then five-day holds—was more effective than sending students home.
 - Keeping confiscated devices out of view discouraged repeat violations. Storing phones in locked pouches or secured storage spaces (accessible only to administrators) reduced student attempts to retrieve them.
- Tracking violations improved consistency. Schools using shared tracking systems (like Google Docs) ensured better coordination between teachers and administrators.

What's needed more: addressing enforcement fatigue, equity, and learning

Enforcement fatigue: challenges for educators & administrators

- Some schools have "bell-to-bell" bans, others allow use during non-instructional time - inconsistent approaches and uneven enforcement between schools and classrooms create challenges as students move between environments.
- Teachers are carrying the weight of enforcement, often feeling like "phone police," which adds to their workload and also erodes student-teacher trust.
- Smartwatches have emerged as a popular workaround, with some parents purchasing them to bypass phone restrictions, complicating enforcement.
- Device substitution is a growing concern—students are turning to laptops and tablets for games or messaging during lunch and other unsupervised times.
- With limited ministry support, schools are left to interpret and implement policies on their own, leading to inconsistent and sometimes strained rollout.

Centring youth agency and voice in a connected world

We need to acknowledge that technology is an inevitable part of modern life. Digital communication forms like memes, emojis, and acronyms are now central to how youth express themselves and build connection, and hence teaching healthy technology use, rather than relying on blanket bans or punitive measures, is more effective in fostering long-term digital responsibility. Some of the ways this reflects:

- Youth-led initiatives like "No So November" and "Take Back the Algorithm" show that peer conversations and youth-driven solutions play a key role in cultural change.
- Ongoing student involvement in designing and implementing solutions builds trust, relevance, and long-term cultural change.
- Discussions with youth are most effective when framed around community, wellness, and safety—with access to alternative activities like crafts, games, or sports supporting the transition.
- Successful implementation includes offering meaningful alternatives to phone use, such as crafts, sports, and games that support engagement and connection.
- Access to technology and connectivity varies widely across rural, urban, and Indigenous communities—with some Indigenous youth relying on platforms like Facebook Messenger due to inconsistent phone service. The policies around restrictions need to be mindful of this.

Parents as partners in digital well-being

- Many parents lack access to clear, accessible information on digital wellness, mental health impacts, and the rationale behind school-based phone restrictions.
- Schools face ongoing challenges in engaging parents, often strong interest gets undermined by low attendance, logistical barriers, and limited time.
- Discussions about technology use are often emotionally charged, especially when parents feel judged or unsupported in setting boundaries at home.
- Inequities in access to resources—such as expert speakers, monitoring tools, and support programs—make consistent parent education difficult across school communities.
- Organizations like Screen Strong offer helpful frameworks, but parents need more practical, judgment-free tools that acknowledge their role beyond school hours.
- Public and parent-led movements, such as Unplugged Canada, offer valuable momentum and should be actively supported to foster broader community engagement.

What's Beyond Schools: Public health, policy, and Big Tech accountability***A public health & community approach to digital well-being***

- Digital well-being extends beyond the school day and requires consistent attention across all aspects of students' lives.
- Schools are up against addictive algorithms—and they can't face them alone. Tackling device dependency requires a broader societal response, not just school-level policies.
- There is a need to frame digital well-being as a public health issue, rather than a school-specific concern.
 - Phone restrictions are only one part of the solution. Shifting social and cultural habits around device use demands a multi-sector approach, involving pediatricians, mental health professionals, and even law enforcement.
- Ongoing digital literacy efforts should take a proactive approach, similar to nutritional education, supported by practical tools and clearer direction for implementation.
- There is also a clear need for longitudinal, comprehensive data collection to better understand technology's long-term impacts on students, and to systematically document how phone restrictions are helping (or not) with student well being and academic achievement.

Public awareness, education and a culture of digital well-being

- A broad public health campaign—modeled after past efforts on tobacco or seatbelt use—could help build public literacy around screen time risks and responsible technology use.
- Digital safety education must address real-world issues like exploitation, sextortion, and boundary violations through relatable, age-appropriate content.
- Support networks grounded in authentic storytelling and open dialogue can help promote a more empathetic, connection-based approach to digital safety.
- Restrictions alone aren't enough—students and schools also need resources for structured alternatives like sports, clubs and creative activities.

About Screen Break

A first in Canada, Screen Break (Pause d'Écran en français), is a project to help students, educators, administrators and school boards in every province effectively limit the personal use of phones and other devices during the school day. Benefits of restricting personal cell phone use in schools can include reducing harmful distractions, improving student mental health and wellbeing, and ensuring that young people develop healthier relationships with technology.

About the Dais

The Dais is a public policy and leadership think tank at Toronto Metropolitan University, working at the intersection of technology, education, and democracy to build shared prosperity and citizenship for Canada.

Our name means 'raised platform' and reminds us that real change only happens when we lift new voices and ideas. To ensure the long-term health and security of our democracy, Canadians need to rediscover shared values and re-form a sense of civic identity and commitment in communities across the nation.

Location: School Board Office and Zoom

April 14, 2025

1. Call to order 7:00am
2. Welcome - acknowledgement

Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and

Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial. Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

3. Adoption of March Meeting Minutes- Moved: Crystal, Second: Christie
4. Adoption of Agenda for April- Moved: Christie, Second: Crystal
5. Guest Speaker- Carolynn Schmor – District Literacy Professional Learning Grant
 - Presentation slides available
 - Seeking feedback and suggestions regarding applying for the District Literacy Grant and how the one-time 228k grant funding should be allocated throughout the district. All funds must be used by June 30, 2027
 - What is the goal?
 - How do we make this sustainable?
 - How should funds be divided between resources/aids, screening, teacher education, parent/caregivers' education, etc.
 - DPAC Reps please discuss with PACs. Discussion will continue at the May DPAC meeting, input to be sent to Carolynn or individual emails may be sent to her directly. Carolynn.schmor@mpsd.ca
 - Deadline for grant submission July 15th 2025
 - Provincial Government is also updating their website (K-12 Literacy Supports and Learning Disabilities- BC) to include more resources for parents and will be providing upcoming workshops and webinars
6. Reports (*Information*):
 - i. **Superintendent's Report: Angus Wilson**

- District policy reviewing taking place; use of technology, SOGI
- Will be proposing a pause to travel to the United States
- MSS- still considering proposals; will be decided on by end of school year
- Enrollment- slow/stable and projecting enrollment growth will slower for a few years
- Threats on social media- asking everyone to please reframe from sharing threatening posts. Please contact the RCMP to verify information instead.

Location: School Board Office and Zoom

April 14, 2025

ii. Treasurer's Report: No Change

Chequing Account Balance: \$15,809.64

Gaming Account Balance \$4632.09

iii. Chair's Report

Attended COTW

Discussions regarding assessments in Mathematics – more resources provided for teachers as well

Please note COTW takes place on the 1st Tuesday of the month. It can be attended virtually or in person.

7. Old Business

- a. FoodSafe Training Update- PACs please confirm one person who wishes to attend FoodSafe Training. Each individual can choose whether they'd like to attend in-person or virtually.
- b. Emergency Preparedness: Information given at last month's meeting was incorrect. The School District mandates 72hrs worth of emergency supplies for students and staff.



SD 75 (Mission) DPAC Meeting Minutes



A motion to advocate for the assurance that 72 hours' worth of supplies (food/water) is being provided at each school by the school district. First: Jacquelyn
Second: Alex All in favor: 8; 0 against. Motion Passes

8. New Business

- a. DPAC Website- hosted by Wix (American) fee increased. Will be looking into Canadian options.

Location: School Board Office and Zoom

April 14, 2025

b. BCCPAC

Motion to approve cost for 2 people to attend the BCCPAC. If more than 2 people are interested, then an executive vote will occur. First: Jacquelyn Second: Chrystal All in favor: 7; 0 against. Motion passes.

9. Adjournment at 8:34PM moved:

Christie; seconded: Chrystal

Attendees: Jacquelyn Wickham- Chair, Ashley MacLean AME, Petrena-CHE, Crystal- Treasurer, Alex- ESR, Erin Forsyth-AME, Laura- Hatzic E, Elizabeth-AME, Christie, Carolyn Schmor, Superintendent Angus Wilson, Peanut-Stav Falls

March 26, 2025

Tracy Loffler, School Board Trustee Chair
Angus Wilson, Superintendent Of Schools
Mission School District (No. 75)

33046 4th Avenue
Mission BC, V2V 1S5

Re: School Act Amendments Resource



#113 - 100 Park Royal South
West Vancouver, BC V7T 1A2
Tel (604) 925-6087
Toll-Free 1-877-422-3672
Fax (604) 925-6097
www.fnesc.ca

Dear Tracy Loffler and Angus Wilson:

On behalf of the First Nations Education Steering Committee (FNESC), I am pleased to share with you our *School Act Amendments* resource for distribution within your school district. The *School Amendment Act*, co-developed by FNESC and the Ministry of Education and Child Care, received Royal Assent on November 8, 2023, introducing three new sections to the BC *School Act*: First Nation Schools of Choice, the Model Local Education Agreement, and Indigenous Education Councils. The amendments are intended to improve the outcomes and attendance of Indigenous students in fulfilment of important commitments included in the BC Tripartite Education Agreement: Supporting First Nation Student Success and the Declaration on the Rights of Indigenous Peoples Act Action Plan.

To support the implementation of this transformative change to public education, FNESC compiled key ministerial orders, policies, and regulations related to the legislation. Six copies of our resource have been provided to your district. We kindly suggest the following key staff receive a copy:

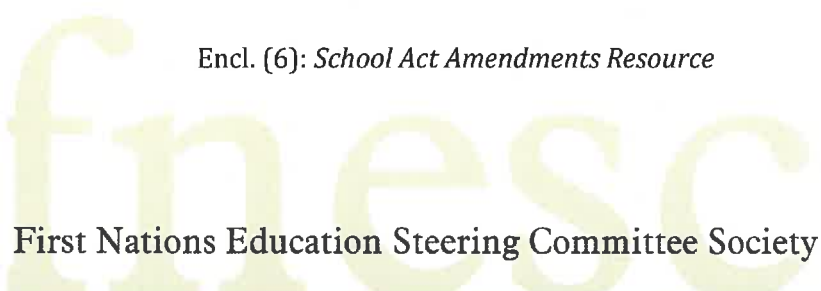
- Chair, Board of Education
- Chair, Indigenous Education Council
- Superintendent
- Secretary Treasurer
- Indigenous Education Lead

FNESC will continue to assist with the implementation of these critical initiatives in partnership with the Ministry. We appreciate your ongoing commitment to supporting First Nations education in British Columbia and look forward to hearing about the progress you have made.

Sincerely,

Deborah Jeffrey
Executive Director

Encl. (6): *School Act Amendments Resource*



First Nations Education Steering Committee Society